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ABSTRACT

These materials are intended to help adult basic education (ABE) instructors in their role as counselors. Most are suitable for use in a workshop for ABE instructors. An introduction describes the ABE Retention through Counseling Program and highlights the skills an ABE instructor needs to work with adult learners. Chapter 1 provides pointers for the instructor's attitude toward counseling the ABE student. Chapter 2 covers some of the characteristics of the undereducated adult and symptoms of stress overload. Chapter 3 provides exercises to help instructors improve their listening skills. Some are suitable for use in a classroom setting with ABE students. The chapter shows three different types of listening skills: attending behavior, requests for information, and expressions of understanding. Chapter 4 presents typical case studies that show problems and crisis situations handled by instructors within their own classes or on their own time. Chapter 5 deals with ways to motivate and retain students. A four-phase motivation plan and examples, hints, and suggestions are provided. These materials may be used in a workshop setting or for reference. Chapter 6 presents results of a survey of ABE directors regarding provision for counseling of ABE students. An appendix contains workshop materials, including an oral presentation on counseling adults and exercises to be done in an ABE instructor workshop. (YLB)

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RETENTION THROUGH COUNSELING:

COUNSELING THE ABE STUDENT

by
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INTRODUCTION TO THE
ADULT BASIC EDUCATION
RETENTION THROUGH COUNSELING
PROGRAM

The problem we are addressing is the retention of the adult learner in Adult Basic Education programs. We are faced with the problem of adults who register for our classes, come to several sessions, but never complete the academic year. They do not complete whatever may have been their original goal for entering the class. Many times a person drops out because of problems at home, on the job, or from some change in their life. An increase in educational knowledge can lead to problems at home.

Much time and money go into recruiting and training this student. When they do not come to class they are losing, the community is losing and the technical institute/community college is losing funds through lost FTE.

Problems arise when a student tries his best to break out of a pattern that has been formed. In some cases this pattern has been forming for more than one generation. The person who is trying to better himself/herself often encounters as much trouble at home as she/he does with the class material. This student needs support and encouragement. Support and encouragement can help reduce the drop-out rate for the technical institute/community college. These students need to see that they are not the only ones who are in these circumstances. Others have encountered it, are presently encountering it, and with the help of their instructors and others at the school are overcoming these problems.

The specific objectives of this project were as follows:

Objective 1. To increase the number of classes that the students in the "target" group attend.

Objective 2. To increase the number of students who complete classes for which they have registered, or to complete their stated goal.

Objective 3. To help the students in these classes who are having personal problems; help them deal with these problems.

Objective 4. To increase the instructors' awareness to potential problems which may be arising in the life of the student so that some appropriate action can be taken.

Objective 5. To help the students deal with the changes in their lives which are coming about as a result of an expanded education and to help them with problems which may be caused any "success."

Objective 6. To help these students become more motivated and for the instructor to have higher expectations for these students. Warren Bennis in THE UNCONSCIOUS CONSPIRACY: Why Leaders Can't Lead, finds ample reason to agree: "In a study of school teachers, it turned out that when they held high expectations of their students, that alone was enough to cause an increase of 25 points in the students' IQ score."

The problem which we now have is that a very large percentage of those who register for the Adult Basic Education classes drop out before the quarter is completed. A large percentage of this group are minority students who are trying to break out of a pattern which they have gotten into, or have been brought up in. Many of them have been unsuccessful in almost everything they have tried in life. They may not be as motivated as they will need to be to successfully complete at least one year of school. It is easier to quit than to try to succeed.

This project has been an attempt to reach these students on a personal level, a level of detailed attention, and a level of concern that shows we do want them to succeed. We are willing to assist them by having a program to help with their problems and concerns..

The rationale of the project is to help people help themselves. We can get these students to believe in themselves and in what they are doing. As Bruno Bettelheim as observed in ON THE USES OF ENCHANTMENT, "If we hope to live not just from moment to moment, but in true consciousness of our existence, then our greatest need and most difficult achievement is to find meaning in our lives."

Contact and concern have been the key elements in this project. We have as a top priority a concern for our students and their problems. A guiding educational philosophy has been, "None but the humble become good teachers of adults." In an adult class the student's experience counts for as much as the instructor's knowledge. In conventional education the pupils adapt themselves to the curriculum offered, but in adult education the pupils aid in formulating the curricula. Respect and love of our students guides us.

As an ABE instructor there are many things which you will need to take into consideration, things which are not necessarily a part of the job of a teacher who is teaching the young learner. Your students will have many problems: family, social, financial, occupational and academic. You will need to be sensitive to these problems and need to know something of how to deal with them when they arise. A student who is having a problem is not a good candidate to learn about fractions, at least not until something is done about what is bothering him/her.

No one wants to add more to the already full schedule of an ABE instructor. However, just by being in this role one has to take on some additional responsibilities. You really need to be an instructor/counselor. Most of us are very comfortable in our role as an instructor but we are not too comfortable when it comes to others' problems. We are teaching adults. Adults who live in the same world that we live in. They have most of the same problems we have and many of them have the additional problem of working and learning. We need to be aware of this and know how to work with our students.

Our students are special people. They are people who have quit school once; many of them feel that they are failures in much of life. Yet, they have made the step, for whatever reason, to come back to school. We have to honor this. It has taken a lot of initiative to come to our doors, open that door to the classroom, and step in. We must never forget this when we work with our students. We work with people who are successful. It is just as important to teach them that they are a success in life, as it is to teach them how to do fractions.

Let's look at some of the skills the ABE instructor will need as they work with the adult learner. Below is a list of skills, and in the following pages you will find a detailed break-down of each of the listed areas:

1. You will need to understand ways to help recruit and retain the ABE/GED student.

2. You will need to understand reasons why some students drop out--or stop out--of a program and find ways to counteract these actions.

3. You should become familiar with the needs of individuals and groups in order to recruit them into an ABE/GED program.

4. You should know how to conduct the first interview with the student to obtain background information on that student, this will help you as you teach and work with the student.

5. You must learn to interpret diagnostic tests used in the program so the student can be properly placed at their own level of achievement.

6. You must make sure that individual records are kept on each of your adult learners.

7. Understand the adult learner's perceptions of values gained and progress made.

8. Have the ability to counsel with students in order to make referrals to appropriate institutions and agencies.

9. Be capable of assisting students in making realistic decisions.

10. Know how to find the motivations and goals of each student.

11. Have a familiarity with jobs (part-time and full-time), further educational opportunities, and other training opportunities in the area when they complete the program.

12. Know how to help students identify their vocational and educational goals and objectives and to keep them realistic.

13. Have an understanding of the major motivational theories and their implications for counseling with the adult learner.

14. If you do not know by now, you must learn to be a listener. If you are not hearing what the student is saying, you will never be able to help them and before long they will drop your class.

I realize that when the above items are listed as they are, it looks like we are expecting a lot from our instructors--we are! The job of teaching adults is a special job. It is not an ordinary classroom job. It calls for special people to work with and teach special people. One of the most important functions of schooling should involve the improvement of the student.

Chapter One: Counseling with the ABE Student

COUNSELING THE ABE STUDENT

As an ABE instructor you also took on the role of counselor. You have students in your class who have many problems: family, social, financial, occupational and academic. You are eager to help these students but what can you do? You may feel you are not qualified to counsel with your students, but they insist on talking to you. There are many questions you may have in your role as instructor/counselor and the following section will help you in this role.

The first thing that must be considered is your attitude. What you bring into this situation will determine how successful you will be with your students. Some attitudes increase chances for success and others, of course, decrease the chances. Let's look at some pointers and you can measure your attitudes with these:

1. Always be positive! You must show students that you have faith in their abilities. Express this often and freely. The student's feelings about him/her self, and their belief in their own learning capabilities, come from the external judgments that are communicated by their teacher; parents, and friends. Thus, it may well be that we need to re-think our criteria for bestowing the symbols of failure and success in school. Because a very low grade is likely to have a long-range effect on the student's self-confidence, as well as his subsquect learning, our basis for labeling and communicating a particular level of student performance may need to be carefully re-thought. The benefits that come from low grades and marks are, at best, questionable. Never underestimate the influence your valuable judgments have on the lives of your students.

2. Believe in your students; encourage their success, both in and out of the classroom. When students talk of their work, home, or

family, show an interest. Encourage them, let them tell you of their successes. This is especially important when the student is being frustrated in the class-room because of a problem in understanding a concept in algebra. We must remember that education is learning to grow, learning what to grow toward, learning what is good and bad, learning what is desirable and undesirable, learning what to choose and what not to choose. If we as instructors are going to be able to open our students to peak experiences, we must first learn to recognize them and to nurture them in our own lives.

3. School should be a place where a person gets to know one' self. It should be a place where on learns to confront personal issues and to resolve them as well as possible. We must keep in our minds that each of our students is a warm, feeling human with many abilities and talents. There is more to our student than what we see of them in a three hour class twice a week. Never let this slip from your mind. They have a whole life that influences them and we are only a small part but one of the most important--for the moment.

4. Be sincere with your students. Nothing comes across to one of our students so poorly as an instructor who is making an attempt at sincerity. If you cannot be sincerely interested in your student, then you should consider whether you are in the right job. You must take an interest in each of your student's achievements, interests and problems. The instructor should be the one who helps a person discover what is already in the student, not a shaper of persons into prearranged forms in accordance with a priori notions. The goal is ultimately the self-actualization of a person, the becoming fully human, the development of the fullest height that the human species can stand up to, or what the particular individual can become. In a less technical way, it is

helping the person become the best that he is able to be. That is not easy. Teachers and other kinds of professionals suffer from having been indoctrinated into a mastering, manipulating, controlling outlook toward nature, toward people, and especially toward students. Helping is actually a very, very difficult thing to do. Helping, truly helping, is an art. Therefore, if you want to help others as an instructor, if you are in the helping profession, clearly one part of your job is to become a better person.

5. Recognize the uniqueness of each individual. While the attitudes, values, and beliefs of your student may not be the same as yours, this does not mean that the student is inferior, just different. Use this uniqueness in your instruction, do not criticize it. Accept them for who they are!

6. Accepting your student for who they are, and as they are, is the beginning of accepting their uniqueness. This is what is required in learning, not to pass judgment on your student. Try to, as the manuals tell us, attain an unconditional positive regard for your student.

7. Listening! What is one of the most common complaints we make about someone close to us? They never listen to me! Learning to be a good listener is something they takes patience and training. Many times all our students what us to do is listen to them. Be an active listener. This means listening with interest and really paying attention. Most of the problems a student brings to us can be solved by listening. We are truly a sounding board. We do not have to resolve everything-only listen. By this behavior, we can let the student know we are interested and a rapport can be developed between the student and instructor. A word of caution needs to be said here about the student

who will take up all of your time with talk. There are many students who talk about anything and everything, wasting much of your time. Learn to be aware of what is idle chatter and what is something that needs to be said by the student and actively listened to by you. The biggest asset of any counselor is the ability to be an active listener.

8. When you understand the uniqueness of each student, then you will know that there is no one counseling technique that will work everytime. What works with one student will not work with another. Learn to know each of your students, learn who they are and you will know what method to use when you are counseling. And also know when to refer your students to one of the other agencies or persons in the community or school if necessary. Another of the greatest assets of a counselor is the ability to know when to refer.

9. Now comes another of those fine line items. You must show an interest in your students and a concern, but you must not pry into their private lives. Prying will turn your students away from you. Let them know you are interested in anything they want to discuss with you. But keep in mind that fine line between helpful counseling and prying.

10. This last item is probably one of the most important for you both as an instructor and as a counselor. You must overcome personal biases which are related to race, sex, age, ethnic group, social classes, religious beliefs, and differing views. Each student is a person with needs much the same as yours, each is a person of dignity and must be treated as such. You are helping people achieve all that they are capable of becoming. This can never be accomplished, if you are critical of their views, sex, race, etc. The classroom is no place for your biases and never a place for discrimination. If this is something that you cannot overcome, then the best thing for you to do is

to find another occupation. Adult education is one of the ares where there is no place for personal prejudice. We must help our students become more motivated to have higher expectations. We can not do this and expect it of our students if we have prejudices. We must expect the most from our students, not the minimum. Warren Bennis, in The Unconscious Conspiracy; Why Leaders Can't Lead, finds ample reason to agree: "In a study of school teachers, it turned out that when they held high expectations of their students, that alone was enough to cause an increase of 25 points in the students' IQ score."

In the manual, A Practical Guide for the Adult Basic Education Instructor, by Leonard D. Lilley, Jr., and Johnsie S. Perkins, we find the following: "A helping attitude must be supported by "helping skills." Even as a part-time adult counselor, the following skills can aid you in being more effective:

1. Knowledge of human behavior--experience is an important factor.

2. The ability to perform as a referral agent for your students mandates a knowledge of the community and its available social resources agencies.

3. The ability to empathize not just sympathize with people of different backgrounds understands how others feel from their viewpoint while remaining objective.

4. The ability to follow through a problem logically until it is solved.

5. Communication skills--the means by which the counselor and student establish mutual acceptance.

a. Know that in communicating you send messages in the following ways:

Verbally - includes the words you use along with their resultant effects on others. Try to express yourself verbally in ways adults can understand, but do not pattern your language style in an attempt to imitate the style of your students. Simple language, spoken sincerely, will enhance instructor-student communication far more than language that is inconsistent with your personality. Students prefer that you be real with them.

Non-verbally - the way you act (and react), how you feel and the way others read your actions and attitudes. When you feel one way and act another, adult students will notice the inconsistency between your verbal and non-verbal communication. Usually, where a conflict exists, non-verbal communication is accepted as the more accurate expression. The adult counselor, both verbally and behaviorally, must communicate in a positive manner.

b. Be aware of your listening skills:

More than passive silence, listening is active, attentive, open-mined participation on your part. The adult counselor must listen not only to words but to the feelings behind the words. By watching an individual's posture, gestures, and facial expressions (his nonverbal communication), you can interpret the feelings behind and the meanings corresponding with what he says. Your purpose for listening is two-fold;

first, the furtherance of communication between you and your student and second, assisting the student in the expression of his feelings.

Frequently it is helpful to rephrase a student's statement. This tests your understanding of what you are hearing and your ability to communicate your understanding back to the student. At times you will want to rephrase content words (what the student is saying) and at other times you will want to rephrase feeling words and displayed feelings (how your student really feels). When you use rephrase as a technique, it gives your student a chance to correct you if you have a misunderstanding of what he is expressing either through words or behaviors.

Allow the adult to tell his problems in his own way. When you ask questions, do so in a straight-forward manner having the intent in mind to summarize, clarify, or confirm what you are hearing.

As the helper in the helping situation, one should resist the tendency to take over the act of problem-solving. Having helped to uncover and define the problem and given assistance in outlining possible alternatives and consequences, you must allow the student to choose his solution and accept the responsibility for his choice. Remember, your role as instructor/counselor is a helping role-helping students work through problems to find the solutions they must live with.

Sometimes in trying to aid a student with his problems, the ABE instructor may overreact or inadvertently express himself in some negative way. This may cause the student to distrust his instructor or feel that his problem is not being taken seriously. These are some situations which you should avoid:

1. Do not offer immediate advice. When you offer advice as soon as the student has started discussing his problem, he/she will feel that you have not really cared to find out what extenuating circumstances need to be considered. The importance of the student's problem is diminished, (listen first/assist later).

2. Do not offer the adult pity or sympathy. He has probably had enough of that from others. He has come to you for help!

3. Do not demand information from the student. Unless he wants to tell you about the facts or circumstances surrounding his problem, he will feel that you prying.

4. Do not be judgmental in your conversation with the student. He knows where he stands and he is aware more than anyone else if he has made a mistake. He is trying to find an answer to his problem when he comes to you--not reprimanded.

5. Never use your finger to point at the student. This can be interpreted as an act of superiority; use a smile often.

6. Always let the student set his own pace. Never force your lesson plan or agenda upon the student.

7. Don't tell the student what he already knows. If he has made a point and it is correct, do not repeat it for him.

8. Always, always radiate confidence in the student and his work.

9. Do not act as if you are an authority on solving problems. Remember this is a sharing enterprise.

Chapter Two:
Problems / Warnings

On the following pages you will find material which will be helpful in your work as an instructor/counselor. Material which is included covers some of the characteristics of the under-educated adult, symptoms of stress over-load, and some case studies.

This material is included as a supplement. It is intended to be used in conjuction with a workshop presentation. It could also be used as source material for the instructor who would like to have some additional reading material. Some of the material is set up so that the instructor could conceivably use it in the classroom with students.

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Characteristics of Undereducated Adults*

1. LACK OF SELF-CONFIDENCE

Implications: Instructors should learn the importance of helping their adult students experience success during the first class and in every class session.

2. FEAR OF SCHOOL

Implications: Instructors must understand that they should avoid - at all costs - the use of ridicule or sarcasm with undereducated adults. The need for warm, uncritical acceptance of the undereducated student's slowness in learning, of their offbeat and perhaps dirty clothing, of their sometimes shocking language, cannot be over emphasized with instructors. Informal but neat dress on the part of the instructor-sports shirt instead of the usual coat and tie-is one way he can help his students feel relaxed about their own appearance.

3. LIVING IN CONDITIONS OF ECONOMIC POVERTY

There is a high correlation between the level of education and the level of income - the less educated having the lower income. Students may be living in extremely crowded conditions with neither space nor quiet for outside reading. Poor nutrition, which goes hand in hand with poverty, may also be the cause of some students' apathy, short attention span and sleepiness in class. Poverty also means that students may have other physical handicaps that impair learning, such as poor vision or hearing which they cannot afford to correct.

Implications: When these physical handicaps exist the instructor should seek a way to remedy them by referral to social agencies.

4. WEAK MOTIVATION

Implications: Motivation probably is the most basic element of learning. It is that element which forces a person to move toward a goal. Some motivational factors are: The need for security, the need for a new experience, the need for recognition, the need for self-esteem, the need for conformity, and the need to help others. The subject of goals can be deceptive to both the student and the instructor. The undereducated adult may have a goal entirely different from that which the instructor has set for him. It is important that each understands the goals set by the other.

5. USUALLY SENSITIVE TO NON-VERBAL FORMS OF COMMUNICATION

Implications: The instructor should realize that he/she may say one thing verbally, while saying another non-verbally (through facial expression, gestures, tone of voice). When this is the case, an adult student will probably respond more strongly to the non-verbal message because almost instinctively he knows it is real - not "put on" as words can be.

6. VARYING LEVELS OF INTELLIGENCE

Instructors need to be made aware that they will encounter varying degrees of intelligence in their students. They need to change their stereotype of the "stupid illiterate," yet should not be led too far in the opposite direction by assuming that all illiterates have a high degree of native intelligence.

Instructors must, however, be careful of setting their expectations too low. Studies have proved that students tend to rise to meet the higher expectations because the instructor believes in their ability to learn. Setting expectations too low could prevent a student from being challenged to discover just how much he is capable of doing.

7. VALUES, ATTITUDES, AND GOAL DIFFERING FROM UPPER AND MIDDLE CLASS NORMS

Implications: It is important that the instructor of ABE students ride along with, rather than fight the values and attitudes. Strong oppositions to values and attitudes is not the way to change them - nor is changing them always advisable. Criticism of students' values and attitudes will more than likely have one result: The students will stop coming to class.

8. "LIVE FOR TODAY" PHILOSOPHY

Implications: To the instructor this means that motivation to learn must be based on immediate rewards. The student must experience success today. To put it in even more practical terms, every student should be able to read something - probably his name - during the very first class session.

9. HOSTILITY TOWARD AUTHORITY

Implications: The instructor must project himself as a friend or guide, rather than a teacher/authority. However, since undereducated adults, initially at least, rarely view instructors as friends, just acting friendly will not reassure the students. The instructor may have to ruin the gamut of student hostility and defensiveness for quite a while before his "niceness" is perceived as honest.

10. TENDENCY TO LOSE INTEREST

Implicatons: When signs of apathy appear, it is time for the instructor to muster all his/her teaching skill and understanding. He/she must try to determine the problem to see both his and the student's part in the difficulty.

*Taken from: A Guide for Teachers and Teacher Trainers
(NAPCAE, 1966), Robert Derbyshire, Consultant
University of California, Los Angeles

LEADING QUESTIONS FOR EARLY COUNSELING AND GOAL SETTING

The following questions may be helpful in eliciting the student's personal needs and arriving at both short and long-term goals. Explain that the purpose of the questions is to help him/her reach personal goals.

It is not recommended that all of these questions be asked. The cue should come from the student. Personal sub-goals will often surface through this initial counseling session, but reassessment and refinement of goals will be a continual process throughout instruction.

1. What caused you to come for reading help now?
2. Why do you feel a need to learn to read/improve your reading at the present time? (Why now? Primary motivation) (If you learn to read today, what would be the first thing you would read?)
3. What things would you like to be able to read?
4. In what ways would learning to read help you to get a job/get a better job/improve your performance on the job?
5. Can you tell me of a particular situation in which you have been embarrassed or in trouble because of your reading problem?
6. What do you like to do in your spare time?
7. What do you do best? What special talents or abilities do you possess?

If these questions fail to elicit the desired responses, be more specific, as in the following suggestions: (Be careful not to lead the student into a particular answer. You are attempting to jar the memory or get him/her thinking about specific personal problems. For instance, it may be better to say, "Do you need to learn more about doctors and medications;" rather than, "would you like to learn to read the labels on medicine bottles?")

8. Do you feel the need to learn more about any of the following subjects?

a. Income Taxes

b. Legal problems

c. Using the telephone

e. Using a road map

f. Reading utility bills

g. Using a checking account

h. Time payments, credit cards interest

i. Car maintenance

j. Child care

k. Helping children with school work

l. Labor unions

m. Job applications

n. Employment opportunities

o. Health care/preventive medicine

p. Medical care/drugs and medications

q. Voting

r. Getting a driver's license

s. The court system

t. Reading the Bible

u. Birth control information

v. Pre-natal care

Developed by the Jefferson County Adult Reading Program

LIFE PROBLEMS OF AMERICAN ADULTS

Early Adulthood
(18-30)

Enjoyment of Leisure

- Choosing hobbies
- Finding new friends
- Joining organizations
- Planning your time
- Buying equipment
- Planning family recreation
- Leading recreational activities

Health

- Keeping fit
- Planning diets
- Finding and using health services
- Preventing accidents
- Using first aid
- Understanding children's diseases
- Understanding how the human body functions
- Buying and using drugs and medicines
- Developing a healthy life style
- Recognizing the symptoms of physical and mental illness

Community Living

- Relating to school and teachers
- Learning about community resources
- Learning how to get help
- Learning how to exert influences
- Preparing to vote
- Developing leadership skills
- Keeping up with the world
- Taking action in the community
- Organizing community activities for children and youth

Middle Adulthood
(30-65)

Enjoyment of Leisure

- Finding less active hobbies
- Broadening your cultural interest
- Learning new recreational skills
- Finding new friends
- Joining new organizations
- Planning recreation for two

Health

- Adjusting to physiological changes
- Changing diets
- Controlling weight
- Getting exercise
- Having annual medical exams
- Compensating for losses in strength

Community Living

- Taking more social responsibility
- Taking leadership roles in organizations
- Working for the welfare of others
- Engaging in politics
- Organizing community improvement activities

LIFE PROBLEMS OF AMERICAN ADULTS

Later Adulthood
(65 and over)

Enjoyment Leisure

- Establishing affiliations with the older age group
- Finding new hobbies
- Learning new recreational skills
- Planning a balanced recreational program

Health

- Adjusting to decreasing strength and health
- Keeping fit
- Changing your diet
- Having regular medical exams
- Getting appropriate exercise
- Using drugs and medicines wisely
- Learning to deal with stress
- Maintaining your reserves

Community Living

- Working for improved conditions for the elderly
- Giving volunteer services
- Maintaining organizational ties

THE ADULT LEARNER

LIFE PROBLEMS OF AMERICAN ADULTS

Early Adulthood
(18-30)

Vocation and Career

- Exploring career option
- Choosing a career line
- Getting a job
- Being interviewed
- Learning job skills
- Getting along at work
- Getting ahead at work
- Getting job protection of military service
- Getting vocational counseling
- Changing jobs

Home and Family Living

- Courting
- Selecting a mate
- Preparing for marriage
- Family planning
- Preparing for children
- Raising children
- Understanding children
- Preparing children for school
- Helping children in school
- Solving marital problems
- Using family counseling
- Managing a home
- Financial planning
- Managing money
- Buying goods and services
- Making home repairs
- Gardening

Personal Development

- Improving your reading ability
- Improving your writing ability
- Improving your speaking ability
- Improving your listening ability
- Continuing your general education
- Developing your religious faith
- Improving problem-solving skills
- Making better decisions
- Getting along with people
- Understanding yourself
- Finding your self-identity
- Discovering your aptitudes
- Clarifying your values
- Understanding other people
- Learning to be self-directing
- Improving personal appearance
- Establishing intimate relations
- Dealing with conflict
- Making use of personal counseling

Middle Adulthood
(30-65)

Vocation and Career

- Learning advanced job skills
- Supervising others
- Changing careers
- Dealing with unemployment
- Planning for retirement
- Making second careers for mothers

Home and Family Living

- Helping teenage children to become adults
- Letting your children go
- Relating to one's spouse as a person
- Adjusting to aging parents
- Learning to cook for two
- Planning for retirement

Personal Development

- Finding new interests
- Keeping out of a rut
- Compensating for physiological defects
- Dealing with change
- Developing emotional flexiblilty
- Learning to cope with crises
- Developing a realistic time perspectives

Later Adulthood
(65 and over)

Vocational and Career

- Adjusting to retirement
- Finding new ways to be useful
- Understanding social

  security, medicare, and welfare

Home and Family Living

- Adjusting to reduced income
- Establishing new living arrangements
- Adjusting to death of spouse
- Learning to live alone
- Relating to grandchildren
- Establishing new intimate relationships
- Putting your estate in order

Personal Development

- Developing compensatory ability
- Understanding the aging process
- Re-examining your values
- Keeping future-oriented
- Keeping your morale up
- Keeping up to date
- Keeping in touch with young people
- Keeping curious
- Keeping up personal appearances
- Keeping an open mind
- Finding a new self-identity
- Developing a new time perspectives
- Preparing for death

SOME CHARACTERISTICS OF ADULTS AS LEARNERS AS COMPARED WITH CHILDREN

1. **Adults are more realistic.** They have lived longer and have a different perspective of life. They no longer see life through rose-colored glasses, but as a set of realities.

2. **Adults have had more experience.** They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not - a sort of accumulated wisdom.

3. **Adults have needs which are more concrete and immediate than those of children.** They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. **Adults do not comprise a captive audience.** They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. **Adults are used to being treated as mature persons** and resent having teachers talk down to them.

6. A corollary of point 5 is that **adults enjoy having their talent and information made use of in a teaching situation.**

7 **Adult groups are likely to be more heterogeneous** than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8 **Adults through their fifties, and sometimes well beyond that, can learn as well as youth,** although because of a slowing up of physical equipment they may not perform some school tasks as rapidly as children.

9. **Adults attend classes often with a mixed set of motives** - educational, social, recreational, and sometimes out of an overdeveloped puritanical sense of duty.

10. **Adults are sometimes fatigued when thay attend classes.** They appreciate any teaching devices which add interest and a sense of liveliness: variety of method, audio-visual aids, change of pace and a sense of humor.

Taken from: A Guide for Teachers and Teacher Trainers (NAPCAE, 1966) Robert L. Derbyshire, Consultant.

Though you want to find out as much about your student as possible, she/he may be reluctant to talk about his/her past or personal life until you get to know one another better. Talking about the future and planning that you will work on together will ensure that you are not probing too much about his/her past. Goal-setting activities provide a means for talking with your student without getting too personal about his/her background.

One of the most helpful things an instructor can do in working with a student, is to help that student establish and work toward realistic goals. Be sure that the goals are the students' and not yours.

Long-range Goals:- The student may tell you about a long-range goal. As you get to know him and his abilities, you may want to help him sharpen his focus on that goal. If a student has goals that seem unrealistic, you can help by making him aware of alternatives in his field of interest which may be more within his reach.

Short-range Goals - For the most part, however, you and your student will be concerned with setting and achieving short-range goals, such as learning to write his name, writing a letter to a relative, getting ready for a driver's test, reading grocery ads. Realizing these goals will give the student the needed skills for using literacy as a tool in daily life.

The following are different ways to initiate a goal-setting activity:

INTERVIEW

1. Pose the question (Samples: When you came into the Program, what were you hoping to accomplish? Can you think of some times or places when you've been uncomfortable because you

couldn't read or write well? What do you think you need to learn to make you feel more confident and less dependent on other people?)

2. General conversation -follows (Sometimes students are so used to being told what they must learn, and what they must learn seems so abstract, that they may need to relate their education to their daily lives).
3. Generate alternatives -(Instructors can make a list of what the students want to do and what they feel is important for them to be able to do, in order to give them a sense that there are several alternatives from which to choose. See Adult Competency List.
4. Weigh consequences -(Discussing consequences may counter the possibility of setting the student up for failure).
5. Choose -One to pursue (by deciding on a goal, students should begin to realize that taking action requires commitment on their part).
6. Identify strengths -(Before some students can deal with their limitations, they may need to be made aware of their strengths.
7. Course of action -(Students and Instructors need to clarify their expectations of one another. Students must realize that action is expected).

THE SYMPTOMS OF STRESS OVERLOAD

Introduction:

Psychological signals that can tell you your body is reaching the point of stress overload are:

a. Decision making becomes difficult (both major and minor kinds).

b. Excessive daydreaming or fantasizing about "getting away from it all."

c. Increased use of cigarettes and/or alcohol.

d. Increased use of tranquilizers and "uppers."

e. Thoughts trail off while speaking or writing.

f. Excessive worrying about all things.

h. Sudden outbursts of temper and hostility.

i. Paranoid ideas and mistrust of friends and family.

k. Forgetfulness for appointments, deadlines, dates.

l. Frequent spells of brooding and feelings of inadequacy.

m. Reversals in usual behavior.

One of the most common body signals is headache. As many as nine out of ten headaches arise from prolonged contraction of muscles in the head and neck. This comes from the body's primitive "Fight or Flight response.' The body's muscles are ready to spring into physical action but the action often never takes place because of social conditioning. Such contraction, which causes pain after a while, can begin after long hours of alertness; for example, while driving in heavy traffic or studying for a tough examination. They can also be caused by a home job creating stress at work or vice versa.

Here's a do-it-yourself demonstration of muscle pain from prolonged muscle contraction which will give you more insight into such pain or distress.

Here's the demonstration:

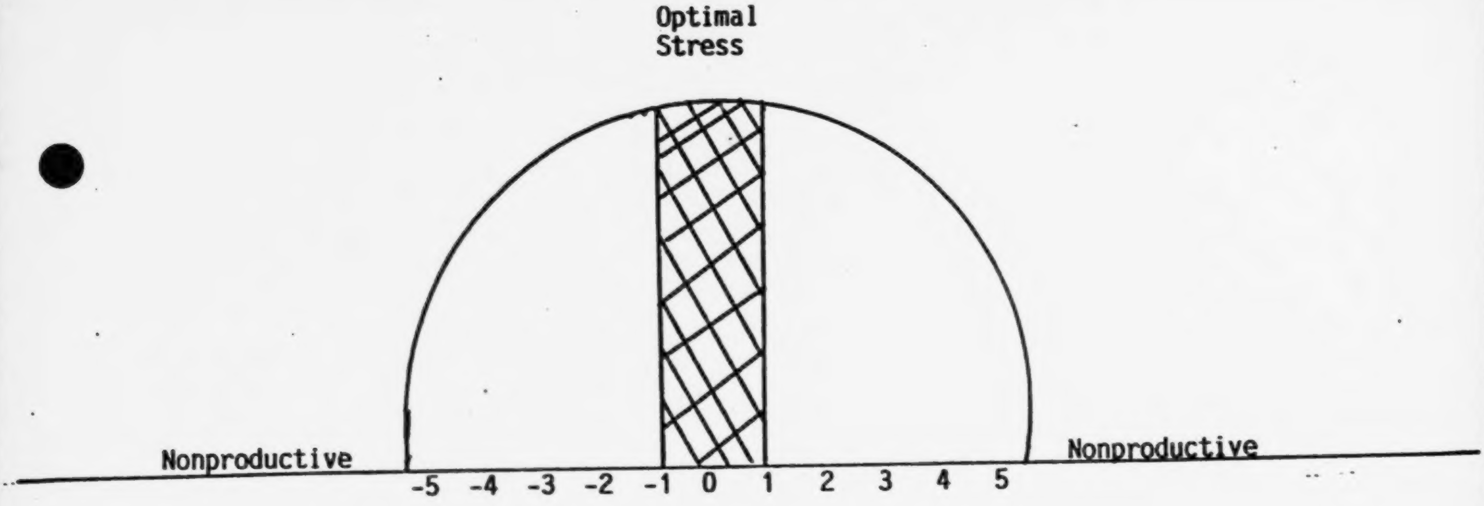
1. Raise your arm high over your head.
2. Open and close your hand rapidly while counting to 20 slowly.
3. Now tightly clench your fist for another 20 seconds.
4. Lower your hand.
5. Look at the skin color of the palm of your hand. You will feel stiffness, numbness, distress, and perhaps even pain from this simulation of musculo-skeletal body talk. The pain came about by decreased blood flow and essential oxygen to the tissues involved. When you look at your hand you will notice that it had a pale look for a few seconds before it pinked up when normal blood flow was restored.

The major cause of muscular and skeletal pain is the same for any part of the body: head, neck, upper back, lower back, and shoulder. Once you have acquired a habit of tenseness for any group of muscles, when you over-react to stressful situations there is lessened blood to the muscles and this can lead to chronic pain.

What is the body trying to say to you with pain, headaches, fatigue, insomnia, loss of appetite, or irritability? First of all, it is saying the same thing as the gauges and lights on your car's dashboard: "Something needs your attention. Some small action now will prevent big trouble later."

Unfortunately, many people don't know what their body's saying because of ignorance. Others may listen but immediately turn off the useful and protective signals because they take pills, such as aspirin or tranquilizers, often with the assistance of their physician. Still others hear the signals but don't pay any attention to them because of their "Illusion of Immortality." ("Nothing could possibly happen to me.")

To help you learn to listen to your body's signals, I'v included a test for you to take now, the Self-Test for Stress Signals. This test, which is found on the following pages, will help you determine where you stand in regard to stress--and whether you might need to take urgent actions now! This is also a good test to use with some of your students whom you feel may need to take some action concerning their stress situation.



Characteristics of Each State

Underload	Optimal Performance	Overload
Boredom	Exhilaration	Insomnia (can't fall asleep)
Overqualified for work	High motivation	Irritability
Apathy	Mental alertness	Accidents
Erratic interrupted sleep	High energy	Alcoholism
Irritability	Realistic analysis of problems	Absenteeism
Decrease in motivation	Improved memory and recall	Change in appetite
Accident	Sharp perception	Apathy
Alcoholism	Calmness under pressure	Strained relationships
Absenteeism		Poor judgement
Change in appetite		Increased errors
Lethargy		Lack of clarity
Negativity		Indecisiveness
Dullness		Withdrawal
		Loss of perspective (problems out of proportion)
		Diminished memory and recall

SELF-TEST FOR STRESS SIGNALS

		Almost never	Infrequently	Sometimes	Frequently	Almost always
1.	I can recognize anxiety, and keep it from interfering with my daily activities	1	2	3	4	5
2.	I relax my mind and body without using drugs	1	2	3	4	5
3.	I respect my own accomplishments ..	1	2	3	4	5
4.	I get enough satisfying sleep	1	2	3	4	5
5.	I enjoy my life	1	2	3	4	5
6.	I fall asleep in 20 minutes or less	1	2	3	4	5
7.	I sleep soundly at night	1	2	3	4	5
8.	I take enough time to eat	1	2	3	4	5
9.	I am in control and not feeling "hyper" with mind and body going too fast......................	1 1	2 2	3 3	4 4	5 5
10.	I can make decisions without difficulty............................	1	2	3	4	5

Total________________________

Analysis of Your Score

Total Score 40-50:	You are treating your body very well. You are to be commended.
Total Score 30-40:	Your life-style habits are good.
Total Score 20-30:	There are some things that need adjustment. You had better ease up and listen more carefully to the signals from your body.
Total Score 10-20:	You are not listening very well to your body. There are several danger signals turned on.

THE SYMPTOMS OF STRESS OVERLOAD

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- Increased use of cigarettes and/or alcohol.
- Increased use of tranquilizers and "uppers."
- Thought trail off while speaking or writing.
- Excessive worrying about all things.
- Sudden outbursts of temper and hostility.
- Paranoid ideas and mistrust of friends and family.
- Forgetfulness for appointments, deadlines, dates.
- Frequent spells of brooding and feeling of inadequacy.
- Reversals in usual behavior.

One of the most common body signals is headache. As many as nine out of ten headaches arise from prolonged contraction of muscles in the head and neck: This comes about from the body's primitive "Fight or Flight Response." The body's muscles are ready to spring into physical action-but the action often never takes place because of social conditioning.

TEST YOUR OWN STRESS

Now it's time for you to take our version of the Holmes-Rahe test, the Self-Test for Stress Levels. Remember to circle all the items which apply to you for events that have occurred in the last 12 months.

SELF-TEST FOR STRESS LEVELS

Instructions: Circle each item which applies to you. Mark events that have occurred within the last 12 months. Enter total at bottom.

Life Event	Value
1. Death of spouse	100
2. Divorce	73
3. Marital separation	65
4. Jail term	63
5. Death of close family member	63
6. Personal injury or illness	53
7. Marriage	50
8. Fired at work	47
9. Marital reconciliation	45
10. Retirement	45
11. Change in health of family member	44
12. Pregnancy	40
13. Sex difficulties	39
14. Gain of new family member	39
15. Business readjustment	39
16. Change in financial state	38
17. Death of close friend	37
18. Change to a different line of work	36
19. Change in the number of arguments with spouse	35
20. Mortage over $40,000	31

21.	Foreclosure of mortage or loan	30
22.	Change in responsibilities at work	29
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Spouse begins or stops work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personal habits	24
30.	Trouble with the boss	23
31.	Change in work hours or conditions	20
32.	Change in residence	20
33.	Change in school	20
34.	Change in recreation	19
35.	Change in church activities	19
36.	Change in social activities	18
37.	Mortgage or loan of less than $40,000	17
38.	Change in the member of family get-togethers	15
39.	Change in sleeping habits	15
40.	Change in eating habits	15
41.	Single person living alone	*
42.	Other--describe	*
43.	Other--describe	*

How did you rate? What can you learn from it? Is the information valuable to you?

The value of this Self-Test for Stress Levels is that if you are getting totals of 300 and more, **YOU ARE IN THE DANGER ZONE!**

Chapter Three:
Listening Skills

On the following pages you will find some exercise which should prove to be helpful in your work on listening. I have included several exercises which you can use as part of a workshop, or they can be used in a classroom setting with a group of your students. You will have to carefully read the exercises to see which ones may be adaptable to the classroom.

The main intent of these exercises is to sensitize the instructor to the importance of good listening. I feel that the most important thing we as instructors can do in our role of counselor, is to be a good listener. Often it is not a problem-solver which our students are looking for. They want someone to listen to them, someone to care, to suggest ways which may possibly solve their problems.

This section will show you three different types of listening skills that will help you achieve these benefits:

1. Attending behavior
2. Requests for information
3. Expressions of understanding

Attending behavior is the term used for nonverbal signals, such as the way you make eye contact and posture yourself (body language), that communicate to other people that you're paying attention to them and are interested in what they have to say.

Requests for information are verbal techniques designed to get students talking and keep them talking.

Expressions of understanding are techniques you can use to make sure you've heard the other person correctly. These expressions have the effect of making the other person feel understood.

Attending Behaviour

Psychologists have long recognized the tremendous importance that attention from others plays in our lives. Infants need almost constant attention, thriving on the tender touching and close physical presence of their mothers and fathers. Children, spouses, and close friends require our undivided attention when they're troubled or upset. No one likes to talk to people who just don't pay attention.

Even though much has been made of the importance of attention, until recently relatively little mention was made of the specific things that people do--or don't do--when they're attending to one another. Attending, which is just a fancy way to refer to the process of paying attention to or showing interest in another person, is composed of these three simple elements:

1. Making eye contact,
2. Using good body language, and
3. Minimizing distractions.

Making eye contact.

How often have you tried to talk to someone who wasn't looking directly at you? If not actually impossible, it's awfully disconcerting to try to communicate with someone who's not looking you in the eye. Yet, as important as it is, many people don't do it when they're listening.

Think of the times when you've been at a party and somebody says, "Oh, so that's what you do for a living. Tell me more about that." Then, just as you're getting warmed up, you notice that the person begins to look about the room, nodding at other people, and waving at new arrivals. If you're like most people, this behaviour will stop you dead in your tracks. Making eye contact sends the message, "I'm listening." Not making eye contact says, "I'm **NOT** listening."

Here are some important things to remember about making eye contact:

Instead of rigidly looking into the other person's eyes, break contact periodically.

Try to maintain direct eye contact about 70 to 80 percent of the time. Much more than this makes people feel uncomfortable.

When breaking eye contact, don't look all about the room or dart your eyes from side to side. Rapid eye movement suggest tension or anxiety and will make people less willing to tell you what's on thier minds.

Don't let your eyes give away or telegraph negative reactions. This can work against you. For example, a good interview can be wrecked when you unconsciously roll your eyes to the sky after a comment you find hard to believe.

Using good body language.

It's hard to read a popular magazine without finding some space devoted to the subject of body language. Some writers say our body language reveals our hidden personalities so that a shrewd observer can learn all kinds of things about our conflicts and secret desires. That's carrying things a bit too far. To us, body language simply means the way you use your face, arms, and upper torso to let people know you're interested in what they have to say.

There are four important aspects of body language:

1. Body positioning,
2. Nodding,
3. Using facial muscles, and
4. Using arms and upper body.

1. Body positioning.

When listening, position your body so that your head and upper torso are directly facing the other person. "Aim" your body at the person. If you have to look over your shoulder or off to the side to see the person, then you're probably not doing it right.

2. Nodding.

In addition to maintaining good eye contact, nod your head periodically to send the nonverbal message, "Ihear what you're saying." If you're not a natural nodder, it's pretty easy to learn. Just stand in front of a mirror and start talking to yourself. (Do this in the privacy of your home; otherwise your coworkers may begin to suspect that the pressure of the job is finally getting to you!)

As you look at yourself in the mirror, nod your head a couple of times every few seconds. It'll appear even more natural if you say something like "Uhm-humm," or "I see," as you nod. When you feel comfortable, practice with a coworker or a friend. As they talk to you, experiment with nodding and not nodding for short periods of time. See if you can notice any difference in their involvement.

3. Using facial muscles.

Learning how to use your facial muscles when listening is important. People with stone faces or poker faces communicate boredom or disinterest, even when they're really listening. People with expressive faces are much easier to talk to. Their faces come alive with interest in what the other person has to say.

Pay attention to other expressive people. Turn down the volume on your television set and watch the variety of facial expressions used on talk shows, soap operas, or situation comedies. With the soaps you often don't even have to hear the action to know what's going on. Body language, especially facial expressions, tells it all.

Once again, stand in front of a mirror. Begin by simply exercising your facial muscles. Wrinkle your forehead. Purse your lips. Drop your jaw. Furrow your eyes. Clench your teeth. Now try to express the following emotions just by changing your facial expression: confusion, surprise, shock, agreement, enthusiasm, anger, deep interest. It's easy once you get used to it.

4. Using arms and upper body.

In general, it's best to assume a relaxed (not slouched) posture in which your torso is tilted slightly toward the speaker. For the most part, a body that is leaning backward communicates less interest and involvement than one that is leaning forward slightly.

It's also a good idea to avoid sitting with your arms folded. This is the classic closed posture. It's no accident that baseball umpires stand firmly planted with their arms folded tightly across their chests when they're being verbally assaulted by an irate manager.

Instead of folding your arms, place them comfortable on the armrests of your chair or rest them naturally in your lap. When combined with direct eye contact and a slight tilting forward of the upper body, this is a very good listening posture.

Sometimes you'll want to really communicate that you're listening to the other person. They may be having trouble getting something out or you may just want to vary your listening posture. A simple movement on your part will do the trick. Just lean forward even further and rest you elbows on your knees as you look directly at the other person.

Take a few minutes to practice these postures and imagine the effect each would have on an imaginary student. Better yet, try them out on a coworker, spouse, or close friend. Get their reactions. Remember, the key is to be relaxed and comfortable but still attentive.

Minimizing Distractions

It is very important to minimize the distracting effects of personal habits and mannerisms. While some distractions are unavoidable, most of them are under your control. To give you an idea, examine this list of **GUARANTEED** distractions:

Maintaining an open door policy at all times.

Failing to curb any incoming phone calls while interviewing students.

Using the time that you're meeting with students to get other things done, such as cutting and filing you fingernails, cleaning your desk, or balanceing your checkbook.

Keeping your eye on the clock to make certain that you won't be late for your next appointment.

Relaxing and making yourself comfortable by sitting back, putting your feet up on the dest, or twiddling your thumbs.

Making sure you're on top of everything by always keeping one ear tuned to the intercom, the PA system, your CB radio, or that FM station you like so much.

If you want students to feel heard, you've got to concentrate on them. Close your door, ask that any incoming calls be held, and focus your attention on your student. Before the interview clear your desk and your mind of things that will distract you from your purpose at this stage of the process--getting students to talk about themselves and their class work.

To get some practice with these three aspects of attending behaviour--making eye contact, using good body language, and minimizing distractions--try the following exercise:

1. Select a person to talk with. Tell the person that you'd like some help with a little experiment where all he or she has to do is talk for a few minutes.

2. To begin, ask a good comprehensive question to get the person talking. For example, "Tell me a little bit about your school experience. You know, your best and worst subjects, extracurricular activities you took part in, your social life, the kinds of friends you had, and that sort of thing."

3. Once a person begins talking, really pay attention. Make direct eye contact, lean forward slightly, nod your head, and say "Uhm--humm" every so often.

4. After about a minute, gradually begin to attend poorly. Lean back, glance around the room, fold your arms across your chest, look at your watch, and that sort of thing. While you do this, notice the effect on the other person. Some will look confused and perplexed. Some will stop talking to ask what's going on. Some may even get angry.

5. After about a minute, start attending well again. After another minute or two, stop the experiment and get too other person's reaction to what happened. Then fill the person in on the details. A nice way to express your thanks is to teach the person all you know about attending behaviour.

REQUEST FOR INFORMATION.

Good attending behaviour is an essential tool of the good listener, but it's not sufficient to get another person talking fully and freely. An effective listener must also direct and guide the interview by suggesting different topics for the other person to talk about. The methods for doing this are called requests for information:

1. The invitation to talk,
2. Open-ended questions,
3. Fact-seeking questions,
4. The comprehensive question,
5. Probing for specificity, and
6. Encouragers.

THE INVITATION TO TALK.

Sometimes the best way to get people to talk is not by asking a question at all, but simple by inviting them to talk about a given subject. For example, you could say, "I'd like to hear about the people you most admire in life." Notice that this is a statement, not a question.

The invitation to talk does exactly what it suggests: it invites people to talk openly and freely about a given subject.

"I'd like to hear about how things went for you while I was out last week."

"Tell me what you think of the new Plato computer system we have in the trailer."

"I'd be interested in hearing your reactions to the school board meeting last night."

"Tell me about your working relationship with one of your fellow employees."

The invitation to talk has several nice features:

It focuses attention on a specific topic but gives people plenty of latitude for their response.

If you periodically use an invitation to talk in your interviews, your students will feel less like they're being grilled or interrogated than if you only asked questions.

A good invitation to talk is an excellent way to get information without tipping your hand and having the student's response colored by your views on the subject.

Here's some practice. In the space below, write an invitation to talk that you might use with one of your students.

____

____

____

____

____

____

PROBING FOR SPECIFICITY

It would be nice if people always communicated their ideas clearly and fully, but often they do not. Sometimes they use too few words or a word or phrase that you do not understand. When this happens, it's a good idea to probe for specificity.

For example, imagine that an instructor says, "Well, you know Jim. He can be a little difficult at times!" Rather than assume you know what the person means, you can probe for specificity by asking one of the following questions:

"Difficult?"

"I'm not sure what you mean by difficult. Could you expand a little on that?"

"How did you mean that?"

"Can you give me an example of how he can be difficult?"

Each of these examples conveys the message, "You've said something I don't quite understand. It would help if you'd clairfy it for me."

Sometimes you don't have to say anything to probe for more information. Just pause for a moment or wrinkle your forehead with a puzzled expression (not a disapproving one).

There are two important points to remember in getting a student to clarify something you do not understand:

1. Don't do it at the expense of cutting off the flow of conversation. Especially in the beginning of the interview, it's better to let the student get warmed up by talking for a while than to interrupt or clarify something. You can always come back to it later.

2. Be careful to probe in a neutral, nonthreatening tone of voice. The last thing you want to convey is impatience or annoyance at the student for using vague or fuzzy language.

A good way to practice probes for specificity is to use them in your everyday conversations with people. You'll get much more detailed and specific information than you used to.

ENCOURAGERS

Encouragers are short signals that show you're interested in what people have to say. They encourage a person to talk freely. They're especially helpful after an open-ended question when a student is having trouble getting started.

Encouragers fall into two categories, verbal and nonverbal. For example, assume that you've asked an open-ended question of an student: "Well, Clara, how have things been going on your job?" Clara responds, "Uh... pretty good."

These are some examples of verbal encouragers you could use to get Clara to expand on her answer:

"Pretty good?"
"Uhm-humm."
"Tell me more, I'm really interested in how things are going for you."
"When you say 'pretty good'?..."
"That's a hard question to answer in a sentence or two. Take some time to think about it."

These are some examples of nonverbal encouragers you could use with Clara:

Nod,
Lean forward in your chair and
Raise your eyebrows a little.

Verbal and nonverbal encouragers are most effective when used together--for example, say "Pretty good?" while leaning forward a little and raising your eyebrows.

Encouragers gently prod students to tell you in more depth what they're thinking and feeling. Encouragers are so much more effective than what most people do when someone either hesitates or gives a brief answer to a question--they start talking! Because silent periods make many people uncomfortable. Once you start talking, you don't feel uncomfortable anymore. However, when you're doing the talking, you can't expect to find out much about the student. And the student will be even less likely to talk when you finally finish.

So far we've covered two major listening skill areas, attending behaviour and requests for information. Now let's move on to the third and final listening skill area.

EXPRESSIONS OF UNDERSTANDING

Whenever two human beings sit down to talk, misunderstandings and disagreements occur. This is most likely to happen when the two parties have very different perspectives or opinions--a situation often referred to as a communication gap. How people achieve understanding, despite their differences, is the focus of this third major listening skill area.

The primary purpose of expressions of understanding is to make certain that you really do understand what the student is saying or feeling, that the communication channels are clear and open. Three techniques you can use to do this are:

1. Reflecting feeling,
2. Paraphrasing, and
3. Summarizing.

Reflecting Feeling

Often it's not what people say but how they say it that counts. The emotion behind the message becomes much more important than the remark itself. When you want to respond to the emotion rather than the content of a student's remark, use the technique of reflecting feeling.

Reflecting feeling is a simple, two-part process:

1. You identify the feeling behind the other person's remark: confusion, anger, frustration, excitement, determination, or whatever.

2. You reflect the feeling back to the student, beginning your response with words such as: "You're feeling..." or "Sounds like you're feeling..."

When you respond to a student's feeling in this way, you send an important message: "I'm as interested in your feelings as I am in your thoughts and ideas." Here are some other examples of reflecting feeling:

INSTRUCTOR: Sally, I'd like to hear about that problem you've been having on your job, the one you mentioned before.

STUDENT: Where I work, they ought to do something about the air conditioning where our desks are. It gets like an oven there during the afternoon!

INSTRUCTOR: Sounds like you're pretty angry about that situation, Sally.

STUDENT: I sure am! It's just terrible...

INSTRUCTOR: How's your work going with the new supervisor, John?

STUDENT: Pretty well, but he's kind of stiff and formal. I'm never really sure of what he thinks of my work.

INSTRUCTOR: You feel a little uneasy and unsure of yourself because he doesn't give you much feedback, good or bad.

STUDENT: Yes, I never quite put it in those words, but that's exactly how I feel, and...

INSTRUCTOR: How are you and Doris doing with that backlog of work you mentioned last week?

STUDENT: Well, we work on it at least an hour every day. But a lot of the time it seems like we're shoveling sand against the tide.

INSTRUCTOR: So it's kind of frustrating and discouraging?

STUDENT: Amen! And while we're on the subject...

Notice that in these examples the students were expressing some distinct feelings even though they did not come right out and say so. In each example, the instructor reflected these feelings back to the student's remarks. The reasons for doing this are to get the student to talk further about things that are bothering them and to demonstrate your concern about their feelings.

Solutions to problems (and that's where content comes into play) can be dealt with later in the interview.

Practice reflecting the student's feelings in the following examples. Write your answers in the space below each remark, comparing your responses with ours after you've finished.

STUDENT: (Raising his voice) How come the boss always asks me to be the flexible one, the one with all the sensitivity? What about her?

YOU: ____

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STUDENT: My biggest problem is dealing with criticism. When people start telling me how to do my job, especially those turkeys from upstairs, I get bent all out of shape. I know that exploding like a volcano is bad, and I've got to learn how to change that if I'm ever going to advance around there. I've got to stop being so damned thin-skinned!

YOU: ____

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Here's how we would have responded:

"You're feeling kind of angry at your supervisor because it seems like she's being unfair, is that it?"

"Sounds like you feel really determined to bring your temper under control."

As a practice, try using this technique in as many different situations as you can. For example, when your child enthusiastically tells you about the last-second home team victory, try saying "Sounds really exciting" or "You're really feeling thrilled." Or when your spouse says "How could you do that when I specifically asked you not to," acknowledge the anger by saying "You're really angry at me for not listening to you."

When you reflect people's feelings like this, especially when they're upset, be prepared for a continued outpouring of emotion. If you continue to listen sensitively by drawing them out further and by responding to their feelings, they'll invariably wind down and begin to feel more understood.

It's a waste of time to try to talk to people who are upset, angry, or experiencing some other strong emotion; they just aren't in a receptive mood. It's much better to listen to them, often by reflecting their feelings. Remember, if you want people to listen to what you've got to say, you've got to be prepared to listen to them first.

PARAPHRASING

Paraphrasing is a skill similar to reflecting feeling because it involves reading back to the student what was said. However, reflecting feeling concentrates on emotion; paraphrasing focuses primarily on content. When you paraphrase, you simply repeat in your own words the gist of what you understood the student to say:

STUDENT: It's really hard to get things done where I work. The telephones ring, typewriters rattle, radios blare! Half the things I do I have to do over again just to make sure there are no mistakes.

INSTRUCTOR: So those distractions at work really affect how much work you get done, your productivity, is that it?

Paraphrasing has several purposes:

It clearly demonstrates to students that you've been listening.

It gives students an opportunity to correct any misunderstanding you may have had about what was said.

It encourages students to build on what they've already said.

Often a good paraphrase will tie together a student's remark concisely through the use of a word or a phrase that seems to fit perfectly. When this happens, students often brighten up and say things like "Exactly!" or "That's it!"

Try to paraphrase the following remarks, comparing your responses to the ones at the end of the section.

STUDENT: The trouble with Tom is that everything has to be done **EXACTLY** his way. He doesn't realize that we all have our own ideas and feelings about how things could be done. And it doesn't make any difference if the final product is perfect or not. If you don't do it exactly his way, it's not done right.

YOU: ______________________________

STUDENT: At work I have the responsibility of training some of our new employees. We have them fill out rating forms. Whenever they complete those rating forms, they always say "very satisfied, very satisfied." But when thay talk among themselves, they're always complaining about how bad things are. Listening to them then, you'd think they hated the program. I just don't know what to make of it.

YOU: ______________________________

This is how we would have responded:

"So the 'right' way to do things is his way, and his way only, even though you see other ways to go about it."

"It's hard to know what to believe when they say such different things in different situations."

SUMMARIZING

Summarizing is similar to paraphrasing because it reads back to the student the content of what was said. It differs in the amount of information that is restated. A paraphrase is a paraphrasing or restatement of the central message contained in one or two student remarks; it basically says the same thing but in different words. A summmary highlights or recapitulates only the main points made in a more lengthy exchange between instructor and student. It is a **CONDENSATION** of a good deal of information into several major points or themes. Its purposes are similar to paraphrasing.

It shows that you've heard what the student has been saying.

It gives the student an opportunity to correct any misperceptions you may have.

It helps the student add anything else of importance that wasn't mentioned previously.

here's an example of how an instructor might summarize a rather long series of statements made by a student about her job:

INSTRUCTOR: Doris, I'd like you to take a few minutes to describe the things you do particularly well on your job.

STUDENT: The things I do well. Okay. Of course, there are a lot of things I don't do so well, but here goes. A number of people have told me that I type accurately and rapidly. And I guess I'd have to agree with them. I picked up typing real fast and it does come easy for me. (Pause) Let's

see, I think I'm also pretty good on the telephone. You know, being polite and cheerful, taking good messagees, that sort of thing. Barry Stokes and Jean Eudy have complimented me on more than one occasion about my being good on the telephone. Let's see... oh yeah, my shorthand's pretty good even though I don't use it much on my present job.
I remember I got the highest grade in shorthand class. But that was ages ago. (Laughing) Hmm....one more thing. I almost always get my work done on time. I know that's true because my boss has mentioned that herself... and also because she never has to bug me to get things done. I guess that about does it.

INSTRUCTOR: Okay, so there are a number of things you do well. You mentioned that you thought you were a good typist, that you have good telephone answering skills, that your shorthand is good, and that you can usually be counted on to get your work done on time.

STUDENT: Yes, that's right. Oh, I just thought of another thing...

In addition to the purposes mentioned before, summarizing can be helpful in several other ways.

A good summary often sharpens a rambling, disconnected series of remarks by highlighting the main points in a clear, concise manner.

Just knowing that you're going to summarize a lenghty series of remarks provides excellent motivation to listen carefully to what's being said.

Summarize is especially helpful in winding up one major segment of the interview and making transition to a new one. All you have to do is conclude your summary with something like, "Unless you've got something else to add, I'd like to move on to a new topic."

A quick summary of this section.

Listening can be broken down into three areas:

Attending behaviour,
Requests for information , and
Expressions of understanding.

Attending behaviour includes three techniques that show you're paying attention and showing an interest in what students are saying:

1. Making eye contact,
2. Using good body language, and
3. Minimizing distractions.

Requests for information include six techniques for getting people to talk and or keeping them talking:

1. The invitation to talk,
2. Open-ended questions,
3. Fact-seeking questions,
4. The comprehensive question,
5. Probing for specificity, and
6. Encouragers.

Expressions of understanding include three techniques for clearly demonstrating that you've correctly heard what students are saying or feeling:

1. Reflecting feeling,
2. Paraphrasing, and
3. Summarizing.

To become a proficient listener, you'll need to practice these skills on your own as often as possible!

OPEN-ENDED QUESTIONS

The easiest way to understand open-ended questions is to compare them to closed-ended questions, which usually call for a Yes/No answer.

CLOSED-ENDED QUESTIONS	OPEN-ENDED QUESTIONS
"Did things go okay while I was away last week?	"How did things go while I was away last week?"
"Has John been getting along with the other students lately?"	"How has John been getting along with the other students lately?"
"Do you like your job?"	"What do you like most and least about your job?"
"Have you learned anything from this experience?"	"What have you learned from this experience?"
"Do you think that book is appropriate for this course?"	"What are your thoughts about the appropriateness of that book for this course?"

As you can see, closed-ended questions don't give people much opportunity to respond. They're especially ineffective with students who are reluctant to talk openly with their instructors.

In general, open-ended questions are good ways to start a flow of conversation because they call for an extended answer. They communicate to students that you're interested in what they have to say.

Here's a little practice. In the left column below there are a series of closed-ended questions. Turn each one into an open-ended question, writing you response in the right column. After you've finished, compare your answers to the ones at the end of this section.

CLOSED-ENDED QUESTIONS	OPEN-ENDED QUESTIONS
Did you enjoy your vacation?	
Are you planning to take any night courses next quarter?	
Do you have any recommendations for improving our classes?	

Open-ended questions can differ widely in the amount of thinking that they ask of people. For example, look at the following transformations of the first question above:

> "How did you enjoy your vacation?"
> "What did you do on your vacation?"
> "What did you like most and least about your vacation?"
> "How did this year's vacation compare to the one you took last year?"

The first open-ended question doesn't really challenge the student to do much thinking. A simple "I really enjoyed it" would suffice. The other three questions call for progressively more thinking on the part of the student. How do the rest of your open-ended questions compare with ours especially in terms of how much they challenge the student to do some thinking:

> "What are your educational plans for next quarter?"
> "What changes would we have to make in our policies to improve classes?"

FACT-SEEKING QUESTIONS

When you want to get highly specific or factual information from students, you can ask fact-seeking questions. Although they're often asked in an open-ended fashion, the focus of fact-seeking questions is narrow and precise. Here are some examples:

"How many minority persons work with you?"
"What's the square root of 144?"
"What were the gross sales as listed in your book on page 34?"
"What's the name of the person who wrote that book on basic mathematics?"
"When is the deadline for filing taxes?"
"What's the square footage of this classroom?"

There are two basic reasons for instructors to ask their students fact-seeking questions:

1. To obtain information they don't have that students can provide, and

2. To learn whether students possess certain kinds of information that they should have at their command.

If students didn't have the answers to fact-seeking questions, it doesn't mean they should be punished. It simply means that some corrective action, or emphasis in class, is needed.

Fact-seeking questions can be asked at any time, in casual encounters or in formally scheduled interviews. When used in formal interviews, it's better to ask them later in the interview, after the student has had a chance to loosen up. Used too early or too frequently, they give the student the feeling of being quizzed or interrogated.

Imagine that you're about to sit down with one of your students. What are some things you don't know but would like to learn? What are some things the student should know, but may not? In the space below, write a couple of fact-seeking questions you might use in an interview.

Compare them with the fact-seeking questions presented earlier.

THE COMPREHENSIVE QUESTION

One of the best ways to introduce a topic of conversation and to get somebody talking about it is to ask a comprehensive question. When you ask a comprehensive question, you do two things:

1. You mention the broad area you'd like to discuss, either with an invitation to talk or an open-ended question; and

2. You identify some of the specific things the person can mention when answering the question, always leaving the person the opportunity to add anything else.

Here are two examples of comprehensive questions:

"Doris, I'd like you to tell me, in general, how things are going on the job for you. You might want to talk about the kinds of things you've been doing lately, the things you get excited about or bored by, some of the projects you've been working on, and anything else you'd like to mention."

"How did things go on your vacation, Jerry? I'd like to hear about where you went, the kinds of things you did, some of high and low points, and anything else you'd like to add."

One of the nicest features of the comprehensive question is that it gives people some helpful hints about what to include in their answer. Comprehensive questions are especially useful with people who don't tend to talk very much or who have a little trouble getting started, especially if they're feeling a bit nervous or uncomfortable.

Now try to formulate a comprehensive question.
Remember the basic format:

Tell me about ____.
You might want to mention ____________________________________,
_________________________, ___________________________________,
______________________, and anything else you think is important.

Write your conprehensive question below.

____

____

____

____

You may have had a little trouble coming up with a good comprehensive question. That's natural; they feel a little uncomfortable until you get used to them. One way to practice using them is with children. As every parent knows, the classic answer to the question, "How'd things go in school today?" is "Okay." or "Pretty good." Try a comprehensive question instead:

"Carlos, I'd like to hear about what happened at school today. You know, the new things that you learned, the stories you read, the games you played, the most interesting and most boring things that happened, and that sort of thing."

You may be surprised at the results.

THE IMPORTANCE OF GOOD LISTENING

Hearing is with ears, but listening is with the mind. This means that a good listener must be alert and think about what is being said. When a good listener does not understand a message, he or she asks the speaker for a different explanation. Listening is much more than hearing. The process of listening requires an active mind.

People in business spend more time listening than in any other form of communication. A recent study reveals that on a typical workday people spend the following amounts of time of the different forms of communication:

Listening	45 percent of the day
Speaking	30 percent of the day
Reading	16 percent of the day
Writing	9 percent of the day

Unfortunately most people do not truly listen to what is being said. They may hear but they do not listen. Good listening is good communication and good communication promotes good human relations.

EMOTIONS BLOCK OUT SOME MESSAGES

Emotions color one's understanding of what is being said. When a person is involved in a situation, he or she is less likely to listen without bias. Certain signals can serve to warn you that emotions may be interfering with your listening. These signals are: (1) when you present the opposition viewpoint, and (2) when your personality clashes with the other speaker's personality.

CLASHING OF PERSONALITIES

It is much easier to listen to someone you like. Listening to someone you don't like can be a problem. Surely you have experienced this at one time or another when listening to teachers. If you like a teacher, it is somewhat easier for you to listen and learn. This should be a lesson for all of us in education, and especially those of us in Adult Basic Education.

WHAT GOOD LISTENING REQUIRES

Effective listening requires two skills. These are (1) the ability to listen for facts, and (2) the ability to listen for feelings.

1. The ability to listen for facts. Listening for facts comes more naturally than listening for feelings. Most people try to get the facts while listening and are able to respond to facts.
2. Ability to listen for feelings. It is important to let a person know that you're listening for his or her feelings. When a person expresses any feelings, that person wants the listener to know about those feelings.

MAKE THE STUDENT FEEL COMFORTABLE AND WELCOME!

When your student arrives at the classroom (or whatever place you've chosen to meet), give the person a warm and friendly greeting. You can do this by standing, walking out from behind your desk, smiling, and saying something like, "Hi,-----. Thanks for coming. Please come in and have a seat." It's important to do this as naturally as you can. If you're by nature a bubbly, effusive person, you'll do this reflexively. If you're more reserved, push yourself a little, but don't come on too gooey. That just puts people off.

Try to sit down face-to-face with the student, not across a desk or table. Desks and tables are nice things to hide behind, when you're feeling anxious, but they create a psychological distance between people. If your classroom is designed so that you have to sit at your desk, have the student sit at the side of your desk, rather than across it.

It's a good idea to put the student at ease with a little casual conversation or chitchat to break the ice and to get the conversational juices flowing. Make certain that you select a subject that's interesting or relevant to the student. Here are some examples:

"Your new baby must be about a year old now. How's she/he doing?"

"I hear you went to Disney World on your vacation. How did you like it?"

"Your son's at North Stanly, isn't he? How's the ball team doing this year?"

"I hear your team won the Albemarle city bowling championship."

This kind of talk, especially about a subject of interest to the student, can help to relieve some anxiety at the beginning of the session. It also communicates that you're interested in more than just the student's class work.

Sometimes an attempt at casual conversation can backfire. Here are several additional points to keep in mind:

1. Make certain that the subject is of interest to the student. If you bring up a subject that you are intensely interested in (like football, jogging, or classical music), only to discover that the student hates it, you're worse off than when you started.

2. When the student starts talking, pay attention! Look the person directly in the eye, nod your head, say "uhmm-uhmm,"and communicate that you're listening. The worst thing you can do is ask a perfunctory question and then let your attention trail off during the person's answer.

3. Don't let things drag on for too long. That will only send the message that you want to avoid talking about the real purpose of the interview the student's academic performance.

LISTENING SKILLFULLY

This is one of the most important skills which you can develop. They are simple to learn but hard to get into the habit of using. They'll require a lot of practice until you feel comfortable and natural using them. But the rewards are worth it: Making a habit of using listening skills will greatly improve your effectiveness as an instructor. It is absolutely essential in our goal of retention.

WHY LISTENING SKILLS ARE SO IMPORTANT

Think for a moment about an instructor or teacher you've had who was not a very good listener. Fix the person clearly in your mind and think back to a time when the two of you sat down to talk about your class work. What made your instructor a poor listener? What did the person say or do that communicated the message, "I'm not listening to you," or "I don't really care about your feelings or ideas."

Now think about how you felt. What effect did your instructor's poor listening behaviour have on you?

Record your thoughts below:

What did the instructor say or do ______________________________

____

____

____

How did you feel as a result? ______________________________

____

____

____

Here's a sample of responses heard from students to these same question:

"I could never tell if he was listening to me or not, because he was always doing something else when we were talking, like looking at student's folder or going over some test scores. It just seemed to me that my time was not very important to him. I guess it made me feel kind of...trivial."

"The teacher I'm thinking of was a nonstop talker. I mean how can you listen when you talk all the time? Even though we were supposed to be talking, I could hardly get a word in edgewise. We used to call her 'motor mouth' behind her back. How'd it make me feel? Totally uninvolved, as if I weren't there at all. I'd just tune her right out!"

"I had this teacher who would interrupt me whenever he disagreed with me. Not only would he butt right in, he'd also put me down by saying things like, "That's a stupid idea" or "I can't believe you could say such a thing!"

"I had an instructor once who would always misinterpret—or even distort what I said. After he'd explain something, and I saw what he meant, he would then proceed to do it a different way--the opposite of what he had just explained. When I would question him on it, he'd look at me and say, "Isn't that the way I said to do it?" I felt confused and bewildered by his behavior, and I lost complete faith in him, as an instructor.

An instructor with poor listening skills can have a negative impact on a student. But what benefits can you expect from good listening skills? Here are several:

1. You'll show students that you're interested and concerned about their problems, not just yours. When you communicate the message "I care about you and how you're doing," you meet your student's basic need for respect as human being.

2. You'll give students the opportunity to express their feelings about classwork and problems in a way they've never done before. Listening to people's ideas is a way of getting them involved and keeping them involved.

3. You'll often find out why a student has not been performing well. There's often a good reason behind a person's poor class performance. If you listen carefully, you might find out why. This will put you in a much better position to begin the process of improving your student's performance.

4. You'll find out things that will make you a better instructor. Because of the nature of their position, instructor's do not always see things in the same way as students. A wise instructor pays attention to the perspectives of students, who are often good at identifying problem areas in a lesson or some subject--areas you may not be aware of.

5. You'll greatly increase the chances that students will listen to you. People's level of receptivity--their willingness to listen to you varies from very high to very low and depends, to a large part, on what you do as an instructor. If you have good listening skills, you'll raise a student's level of receptivity; if you don't, you'll drive it down. It's as simple as that.

Ten Commandments for Listening

There is in existence a list of ten commandments for just about anything you can think of, listening is no exception. Listed below are the Ten Commandments for Listening:

1. STOP TALKING!

You cannot listen if you are talking. "Give every man thine ear, but few thy voice.

2. PUT THE TALKER AT EASE.

Help him feel that he is free to talk. This is often called a "permissive environment."

3. SHOW HIM THAT YOU WANT TO LISTEN.

Look and act interested. Do not read while he talks. Listen to understand rather than to reply.

4. REMOVE DISTRACTIONS.

Don't doodle, tap, or shuffle papers. Would it be quieter if you shut the door?

5. EMPHATHIZE WITH HIM.

Try to put yourself in his place so that you can see his point of view.

6. BE PATIENT.

Allow plenty of time. Do not interrupt her. Don't start for the door or walk away.

7. HOLD YOUR TEMPER.

An angry person gets the wrong meaning from words.

8. GO EASY ON ARGUMENT AND CRITICISM.

This puts him on the defensive. He may clam up, get angry, or hurt. Do not argue--even if you win, you lose.

9. ASK QUESTIONS.

This encourages him and shows you are listening. It helps to develop points further.

10. STOP TALKING!

This is the first and last, because all other commandments depend on it. You just can not do a good job of listening while you are talking. Nature gave man--and woman--two ears but only one tongue which is a gentle hint that we should listen twice as much as we talk!

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Chapter Four:
Interviews with Students

CASE STUDIES

The following are some of the "typical" case studies which show some of the problems and crisis situations we have experienced this past year. There have been many problems that have been handled by the instructors within their own classes or on their own time. The examples I have cited here include only those which had been referred to me.

Case 1: Student "CS" was referred to me by her instructor. The instructor asked the student to call me. I had previously met the student during a class visit, in fact, she had called me once before about another problem. The student was not coming to class because she had a medical problem which required her to be an out-patient at the hospital. We talked some about this problem and its effect upon her, her time, and her family. After we had talked on the phone a while, she set a time for an appointment. We made the appointment for later in the week. CS called me the day of her appointment and said that she could not make it at the time we had set, and requested another time. We made another appointment. While she was talking to me, she said she had another problem which she wanted to talk about. This one concerned her husband. We had talked previously about her husband. She mentioned that they were having marital problems and suggested that these problems were mainly related to his homosexuality. She has known for years of his sexual preference but only recently has it become a problem. We talked for a while about this. This seemed to be the major problem in the family. The resultant medical problems she was having appeared to be directly related to their marital problems. I suggested that we meet at the scheduled time. When the appointment time came, she called again and said that she could not make it. I mentioned that she has twice now cancelled appointments. I told her that she could call the office and set a time when she felt she could make it. She told me that the situation in the family had stabilized and she felt she would be okay for a while. She has never made another appointment and she has not returned to class. I have made a few phone calls to her and she seems to be getting along okay for now. She always promises to come back to class, but I doubt she will any time soon.

Case 2: BB was a student in one of my classes. She is married and has one grown son. She has a husband who is an invalid and requires constant care. BB is paid some money by the state to take care of him. She also takes care of three children in her home during the day for supplemental income. She has been coming to class for a year now. She feels that she is not making satisfactory progress. I have tried to encourage her. She has come a long way from when she started. Her main problem has been with math. She started missing classes which was very unusual for her since she very seldom missed a class. I talked to her about her attendance. She said that her husband had taken a turn for the worse and that she must take him to Charlotte several times a week. He does not drive. The only outside activity she has besides class is her bowling league. She bowls at least twice a week. Lately her bowling schedule, the trips to the hospital in Charlotte, and the classes have been a strain on her schedule We talked some about what could be done and how her schedule could be re-arranged to best suit her. At the present time, it appears that she should discontinue with the classes. They seem to be an added strain on her. She tries very hard to succeed and the pressure is just too much. She will take some time off from classes until she see how things are going with her husband. BB and I have counseled together on and off for the past year, in addition to seeing her in our regular class sessions.

Case 3: SS has been coming to classes for almost a year now. She is seventeen years old, and she thinks that she may be pregnant. She has thought this before and it has not been true. She told me that she plans to be married at Christmas. She came back to class after Christmas and is not married, but says that she may have to drop class. We talked about some of the alternatives to dropping class. I scheduled an appointment to talk with her at my office. When she came to the office, we talked about the pre-GED test and see how she would do. As it turned out, she passed the pre-test and I suggested that she go ahead and take the next scheduled GED test. She has since taken the test and passed. Now I occasionally see her and we talk about her future plans and the possibility of entering one of our curriculum programs.

Case 4: PF is a student who was referred to me by her instructor. She is a twenty-seven year old widow, who has two young children. She has been coming to classes for almost a year now. She has been in counseling at mental health. She is suicidal and has over-dosed on pills at least twice. When her instructor referred her to me, PF was in a depressed state. We set up an appointment early that week. She knew who I was, because she had seen me when I visited her classes. She also knew me from some contact when I had helped in another class she was taking. So we already had a certain amount of rapport. When she came in for her appointment, she had trouble telling me about the things which she felt were depressing her. It seems that she really just needed someone to talk to. I spent much of the first--and second--appointment just listening to her. She is a very lonely person. We talked about her future and about setting some goals. The sessions with PF continued for two months. I tried to get her to go back to mental health. I really felt that she was just using my time so she could have someone to talk to. She was not trying at all to work on any goals or make any progress. During this time, she was very manipulative. She would threaten suicide. She began to call me at home "just to talk." She wanted me to come to her house and visit her. I did this twice and found out that all she really wanted was some company. She does have some friends and I suggested she begin to talk to them, or at least one of them. What eventually happened with her was that I broke off the sessions. We were accomplishing nothing and i was tired of being manipulated. She did continue to come to class so at least we did not lose her. She also continued to talk to her instructor. She has since begun working full-time and has finished her GED. She has also gone back to her therapist.

Case 5: DJ was referred to me by one of our instructors because this young woman was having trouble concentrating in class. Her mother had recently died. DJ was totally dependent upon her mother. DJ is a woman in her early thirties. She has lived with only her mother since she was a child. DJ is a non-reader and is in many ways helpless. She has a brother who lives only twelve miles away, but she seldom sees him. She has only just recently learned to count money. She is employed in one of the local textile plants doing an unskilled job. She is often the brunt of jokes. She is trying very hard to learn to read and her instructor has geared her learning to DJ's life situation. When I first visited with her at the class site, she talked a few minutes and soon began to cry. We talked about her mother and what that death meant to her. We talked about what her goals in the class are and how she is doing in the class. The first session was mainly just a get-to-know-you session. DJ is not a very trusting person and the process of building rapport is slow. She did say she would like to see me again and we scheduled a time when she would be in the class. We have a room where we can talk in private. We eventually spent several sessions together. Mainly, she needs someone who will talk to her and allow her to express her ideas. I believe we established what the death of her mother means and allowed the grief process to take place. DJ continues to come to class and her progress, although slow, is steady. I feel that without counseling, she probably would have become very depressed and eventually just stayed to herself and dropped the class. Now she has gotten her driver's license and is becoming more independent by the day.

Case 6: PH is a student who seems to have as her main problem transportation to class. When her instructor called me to come and talk to her, she was ready to drop the class because she was having so much trouble getting to class. She had only been in the class a little over three months. She is not a very outgoing person and does not make friends easily. We talked about the possibility of finding transportation with someone else in the class. In this case, I served as a go-between and helped to arrange transportation. I have not talked to PH since then, but I know from her instructor that she is still attending classes.

Case:7 JF is a woman in her early fifties. She has three grown children. All the children are now out of the home. Her husband is a "workaholic" and is constantly on the go. JF suddenly finds herself with too much time on her hands. She and her husband discussed her coming to class and working on her GED. There seemed to be no problem with that until she actually started to come to class and began to work on her lessons at home. Then her husband felt that the class was taking too much time away from the time they had together. JF does not feel that way and wants to continue coming to classes. We talked about how she arranges her schedule. In the first session we only began to establish rapport. She knew who I was from my class visits. She was not too sure of me and is not a very open person with someone with whom she does not know. In the second session, before I had visited the class again and talked to all the students, JF began to tell me more about how things were at home and how she felt that her husband was being unreasonable. She talked and I listened. I had plans that I wanted to go over, but I needed to let her make the opening remarks and ask for the help. Finally, after we had met for the fourth time, we really began to make progress. It was during this session that we began to look at her typical day. We studied just what she did almost every minute of the day, we looked at what her time was like when her husband came home. What we ended up doing was having her still come to the class tow evenings a week, only now she would do her "homework" during the day. She did have the time when her husband was not there He was agreeable to this. In fact, when he was at home she was again the very attentive "house-wife." She continues to come to class and will soon complete this phase of her goals.

These are only a sample of some of the typical cases. There have been others and there have been many disappointments. There are those people whom the instructors have referred and I have not been able to do anything with. We have had our share of drop-outs and stop-outs. The advantage we have seen this year is that through the personal attention of an ABE counselor, we have been able to avert at least some of our drop-outs and have been able to increase our retention.

The main job of counselor still goes with the instructor who is crucial to the whole ABE program. One of the best uses of this manual is in instructor training. A key element in the training of instructors is to sensitize them to the plight of the adult student.

Those schools who have a counselor, still need to train their instructors to help the students with problems. Adult education is a unique form of education. Our students are unique and we need to be unique instructors to work with them.

Chapter Five:
Retention/Motivation of the ABE Student

RETENTION/MOTIVATION

One cannot speak of retention without having in mind motivation. The two go hand in hand. There is no retention without motivation. This section deals with some of the way to motivate our students. The main idea is that to motivate our students we must be motivated. We must show a positive attitude and be proud of our work with the adult learner. If we cannot project this, then all our work will be in vain, we cannot project something that we do not feel.

A definition of motive is, "any condition within a person that affects that person's readiness to initiate or continue an activity."

Motivation consists of those processes that can:

a. Arouse and instigate behavior.

b. Give direction or purpose to behavior.

c. Continue to allow behavior to persist.

d. Lead to choosing or preferring a particular behavior.

Motivating factors include the following:

a. Attitudes.

b. Needs.

c. Stimulation

d. Affect.

e. Competence.

f. Reinforcement

The following four phase plan is one way to help build this motivation in the classroom. It is related to the topics listed above in a - f.

MOTIVATION PLAN

Phase One: Beginning

Motivational Purpose: Attitudes - To build a positive attitude toward the subject and learning situation.

Needs - To satisfy and respect adult safety needs within the content and process of he instructional situation.

Motivational Strategy: Make the first experience with the subject matter as positive as possible. Introduce the unfamiliar through the familiar.

Learning Activity or Instruction Behavior: Begin with an interesting story about the subject. start a discussion by asking students to share any situations they know of about the subject, especially any which are similar to their own personal experience.

Phase Two: During (part 1)

Simulation - To maintain learner attention. To develop learner involvement.

Motivational Strategy: Provide frequent response opportunities to all learners on an equitable basis. Selectively use application, analysis, synthesis, and evaluation question and tasks to stimulate learner involvement.

Learning Activity and Instructor Behavior: Select students on a random basis to respond during discussion. Use evaluating questions during discussion, such as what part of the lesson, or story did you find most enjoyable? Most boring? Most unrealistic? And so forth.

Phase Three: During (part 2)

Motivational Purpose: Affect - To encourage and integrate learner emotions within the learning process.

Motivational Strategy: Selectively emphasize and deal with the human perspective of what is being learned with application to the personal daily lives of the adult learners whenever possible.

Learning Activity or Instructor Behavior: Ask learners which character in the story (if you are doing a lesson on reading) they most identified with and the emotions that character elicited with them.

Phase Four: Ending

Motivational Purpose: Competence - To increase learner awareness of progress, mastery, and responsibility in learning in a manner that enhances the learner's confidence, self-determination, and intrinsic motivation.

Reinforcement - To help learners become aware of the positive changes their learning behavior has produced.

Motivational Strategy: Provide consistent feedback to the learners regarding their mastery, progress, and responsibility in learning. When learning has natural consequences, it helps learners become aware of them as well as their consequences.

Learning Activity or Instructor Behavior: Request learners write a short critique of the story they have read. After this task is completed, pass out some actual reviews of the story. Ask learners to compare and discuss. Conclude by asking students to create another ending to the story. Share and discuss these alternative endings to reveal students' thinking and insights.

The above example is one method which can be used to develop motivation in a classroom setting. The cornerstone of good motivation is the instructor and the most outstanding way to demonstrate this is through caring for our students. This could be called "motivation through caring." There are several steps which have been pointed out to demonstrate this "motivaton through caring." Some of these are:

1. We must care for ourselves.
2. We must care for our students.
3. We must care for our co-workers.
4. We must care for our school.
5. We must care for our profession.
6. We must care for our community.

Only when we can do all of these, can we truly show the positive attitude which will motivate our students. We will be motivated and it will show! Below is a list of motivational strategies:

1. Enthusiasm.
2. Positive attitude.
3. Know your students.
4. Be creative in your approach to learning.
5. Be a role model.
6. Be a partner in your student's learning.
7. Be flexible.
8. Never let them see you sweat/

The above list was compiled by Peggy Triplett of Catawba Valley and presented in a workshop, which she conducted on motivation at Rowan Tech in March 1987.

Retention and motivaton are partners and we will not retain our students if we are not motivated and some of that motivaton must rub off on our students.

The key words for this whole section are: Be positive, be positive, be positive!

On the following pages you will find some examples, hints, suggestions, which can be used in your work with the Adult Basic Education learner.

These lists have been compiled so that you can use them either in a workshop setting, or you can refer to them to help you get a better understanding of the adult learner.

There is no order, rhyme, or reason to the way they are placed in this manual. They are items which I have come across in my research and they sounded like they were worthwhile.

I hope you will find them helpful.

DEALING WITH THE WHOLE PERSON TO MEET HIS NEEDS

A. Listen. Learn what his needs are. Do they relate to his:

1. Job skills and career education
2. Transportation needs
3. Children and family life
4. General health
5. Religion
6. Legal rights
7. Social values and environment
8. Needs as a consumer

B. Set short-term realistic goals with him for meeting needs.

C. Motivate him toward his goals.

1. Encourage possibility-thinking
2. Give more frequent lessons to ensure more rapid progress at first
3. Ensure frequent successess
4. Check progress frequently
5. Praise every true success
6. Use supplementary materials keyed to specific needs or interests

D. Be prepared with a list of local referrals for dealing with:

1. Psychiatric help
2. Economic assistance
3. Employment
4. Housing
5. Specific health problems
6. Family counseling
7. Legal matters
8. Insurance
9. Taxes

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MORE TEACHING PRINCIPLES

Never Assume That Your Student Knows

Make him prove it. The student will lose out if anything is skipped and not learned. Do not ask him "Do you understand?", or "Do you already know this?" He will often answer "Yes" to save face. Ask "What's this?" Make sure he knows it.

If He Knows It Already

If your student already knows what you are teaching, and you know he knows it, do not teach it to him. But do check everything in each section. This means you should be sure of the objectives of each section and check it to make sure your student knows all he needs to achieve in that objective. In checking, you need not dwell on each exercise. Move rapidly so he does not become bored.

Prevent Strain

The size of the type in the first reading levels should be large enough to prevent eye strain. It is also important to have good lighting in the room. Ear strain can be prevented by the teacher speaking distinctly and loudly enough to be heard. Noise interference should be eliminated as much as possible. The chair and desk need to be of suitable size. Do not overtire your student with too long a lesson.

Use Proper Sequence Of Steps

Always move from the known to the unknown, using the principle of association. This philosophy is one of the strengths of the Laubach method. In this way you not only build confidence, but you encourage independence. When the student hits a snag, have him go back to the known. Then he can usually work his way to the solution himself.

The success of the Laubach method may be attributed chiefly to the fact that it uses small, confidence building steps in well ordered sequence according to difficulty. The Teacher's Manual gives explicit instruction for keeping the learning steps small and ordered according to difficulty. Each step starts with the known and progresses to the unknown. Each lesson builds on the skills taught in the lesson before.

Ensure Success

Besides the "built-in" success of the materials, there are other ways you ensure success. Set "short-term goals" with the student. Keep a record of his progress so he can see how much he has learned.

Another way to help ensure success is to give praise continuously, but only when it is deserved. A constant mechanical "Good...Good... Good" begins to sound phony, though not intended. Find a variety of ways to express your praise and it will have a more genuine ring. A big smile, a gentle touch (if acceptable), other words of encouragement such as "Excellent," "Fine," a favorable comment to another person in the student's presence-all of these will add variety. Your tone of voice will go a long way, but be careful not to overdo it lest the message comes across as "What a surprise! I didn't think you were capable of it!"

Dr. Laubach counseled "Never try to 'catch' a student by asking what he doesn't know. Bolster his confidence and ensure a success experience by testing on what you are sure he does know." In other words, continually "set him up" for success experiences, and see that he has them every lesson. Conversely never "set him up" for failure.

Be sure your directions are clearly given. If he cannot understand what to do and how to do it, he cannot accomplish the required work.

Review

Reviewing serves at least three purposes. It helps to ensure permanence of learning through added repetition and through forcing recall after a time lapse. It serves as a means of evaluating what the student has learned and what he needs to study further. It helps the student master the necessary elements to furnish a solid foundation for his new reading skills.

Review material should not always be presented in the same form in which it was originally taught. Review in another arrangement or context that uses learning principles may be more valuable as well as less monotonous. It does not necessarily follow that the student will be able to transfer knowledge gained to other situations. He may need help and practice in this.

Provide More Reading Material

The student should have an opportunity to read something other than his textbook. As soon as possible, bring in material related to his life and his interest which is written with grammatical structure and vocabulary controlled. Eventually you will want to include reading of newspapers and practical reading related to his needs, such as health or driver's license materials.

Your student may himself bring something he needs to understand. It could be job related, medically related, or involve some other survival situation. Often the material will be way above his capabilities. Just because he is highly motivated and you are eager to meet his needs, do not risk discouragement by having him read it himself unless you are reasonably sure he can handle the challenge with success. If the material is diffucult, you might try reading it aloud to him. This allows him to hear the difficult words and phrases before he attempts to read it. This may be another way to "set him up for success."

Excerpts from:

How to Teach the Adult Illiterate, Frank C. Laubach

THE BASIC LAWS OF LEARNING

Adapted from **A Guide for Teachers and Teacher Trainers**
(NAPCAE, 1966) Robert L. Derbyshire, Counsultant,
University of California, Los Angeles

THE LAW OF DOING

Students do not learn as the result of what instructors do, but as a result of what instructors get them to do. This basic principle is equally important for students and instructors to understand. The student who expects to learn by simply sitting back and listening is solely on the "I'll lecture, you listen" type of teaching is not likely to see much learning take place.

Why is this?

Learning is change-behavioral change in an individual. Behavioral changes do not truly become a part of a person until he has reinforced them through use. For example, a student can memorize the operation of a piece of equipment or a new word for his vocabulary, but he does not actually "learn" those things until he practices operating the equipment or using the new word. The student must be involved in the process of learning.

The Law of Effect

People tend to accept and repeat those responses which are pleasant and satisfying, and to avoid those which are annoying. If an adult enrolls in a course expecting to learn to read, and quickly finds that he is learning it and enjoying the learning process, he will tend to want to keep returning to class. In short, "Nothing succeeds like success." Students should experience personal satisfaction from each class period.

The Law of Primacy

Since first impressions are the most lasting, those first classes are very important. The instructor should arouse interest, provide subject matter which meets the student's needs and help him learn the material correctly the first time.

The Law of Exercise

The more often an act is repeated, the more quickly a habit is established. Practice makes perfect--if the practice is the right kind. Practicing the wrong thing will become a habit too, one which is hard to break. The instructor should be sure that his students are performing an operation correctly.

The ABC Method of Crisis Intervention

Often the role which we fill as instructors is that of crisis intervention counselor. A student is having a problem in his marriage and he wants to talk about it. Another student is feeling very depressed over losing a job and she wants someone to talk to. She chooses us because we are known to her, and she trusts us. Another student is having trouble with her lessons because her husband has decided that he no longer wants to be married to her. I realize that these problems are often beyond the scope of what our "normal" role is, but we are the ones our students have chosen to talk to and we should be able to help them. Many times all it takes is someone to listen. Other times it may take a referral to the student's pastor, priest, or rabbi. It could mean a referral to one of the local helping agencies.

In this section I want to outline what we can do that will be an aid to our students and maybe even help with the solution to their problem. We are, whether we are paid to be or not, crisis counselors more often than we realize.

The goal of crisis counseling is to assist persons in crisis to regain at least their prior level of functioning, and hopefully to grow to even higher levels. The first task is to determine if a crisis really exists. David K. Switzer in his book, *The Minister as Crisis Counselor*, believes this can be done by answering three questions:

1. Has there been a recent (within a few weeks) onset of the troublesome feelings and/or behavior?
2. Have they tended to grow progressively worse?
3. Can the time of the onset be linked with some external event, some change in the person's life situation?

If you can say yes to all three questions, a crisis most likely exists.

The model of crisis intervention offered here is my adaptation of the "ABC" method, which was first formulated by Warren L. Jones, a Los Angeles psychiatrist, as a technique of counseling for treating crisis. (His method was further developed and confirmed by Howard J. Clinebell, Jr., and David K. Switzer, as well as such theorists as Carkhuff, Ivey, and Glasser).

In the ABC method of counseling there are three components:

A. Achieve contact with the person.

B. Boil down the problem to its essentials.

C. Cope actively with the problem.

It should be noted at the beginning, that this method does not necessarily imply a progression from A to B to C; two or three steps can and frequently do occur at the same time. For example, although you may already be boiling down the problem from the very onset of counseling, the most important thing going on even at that time, is the achieving of contact, the establishing of a relationship.

A. Achieving contact with the person in crisis.

The initial step for counseling with an individual in crisis is, of course, to achieve contact. Psychotherapists traditionally refer to the end in view here as rapport. This relationship may already be there, since the student is in your class and does feel comfortable enough to talk to you. The relationship no only serves to relax the student, but also becomes the means through which you can move from the release of emotions (catharsis) to a point of action.

A relationship of trust and empathy is no less important in crisis intervention than in any other form of counseling. However, since persons in crisis are less defensive, it will generally--though not always--take less time and effort to establish the relationship.

The instructor/counselor needs to have developed some basic relation-building skills. These can be distinguished as attending behavior and listening.

Attending behaviors are those physical acts of the instructor, which help to produce a relaxed, comfortable environment for the student and communicate the interest and concern of the instructor/counselor. They are a physical way of saying, "I care and am concerned about you." A variety of behaviors may be mentioned in this connection.

One attending behavior important to the the development of rapport, is the posture we take which communicates our interest and readiness to respond. The most helpful posture is that of facing the student and leaning forward slightly in their direction. This closes the physical distance and also indicates interest. Think about it for a moment, when you are deeply interested in what someone is saying, you often move to the edge of your chair to listen.

Another we experience care and concern from earliest infancy, is through having our parents hold and cuddle us. The need for care and stroking does not stop in infancy, but continues throughout life. One way to "hold" students, which will usually meet their needs without frightening them, is to take their hands in yours or put your arm around their shoulders when they are crying or expressing deep pain.

Looking into the eyes of the student is one of the most powerful attending behaviors for communicating concern. Some people cannot verbalize without this eye contact. When I was talking with one of my professors in graduate school, he turned around to wipe off the blackboard, as he did so, I stopped talking without even noticing it.

He turned and said to me, "You need eye contact, don't you?" The amount of eye contact required depends on the needs of the individual. IF you are giving enough eye contact people will tend to share their problems and feelings. If you are giving too much, he/she will let you know either verbally or by looking away of pulling back in the chair. If you are not giving enough eye contact, people will tend to share their problems and feelings more slowly or superficially.

The seating, or room arrangement, also needs to communicate calmness, confidentiality, and openess. It is best not to counsel a person across a desk. People in a counseling situation should sit on comfortable chairs of roughly equal height, facing each other. Students need to feel that what they say is totally confidential and will not be heard outside the room.

Listening is the second important skill in establishing a relationship. In some respects it can be considered an attending behavior. If you give your full and undivided attention to what the persons in crisis are saying, and encourage them to tell their story, you communicate your caring and concern through the way you hear what they say. Effective listening is really invaluable for crisis intervention. The following are some suggestions for effective listening, more can be found in Chapter Three of this manual.

It is important not to allow yourself to be distracted by outside noises, interruptions, and phone calls. It is also important not to have any inner distractions, such as thinking about all the things you have to do that day. Your students will generally be aware if you are distracted, and as a result, will not reveal as much about themselves.

Vary your attending behavior to make it congruent with what the student is expressing. If you are thinking about a funny joke you heard at lunch and a slight smile breaks out on your face just as your student is talking about something very sad, the student will know that you are not listening. We need to feel free to cry with people who are communicating something sad, and to laugh and rejoice with them when they are talking about something joyful.

It is also necessary to have a purpose for listening. Know what you are listening for. You will be looking especially for the "presenting problem" and the precipitator of the crisis. You will want to know how the persons perceive the emotionally hazardous situation and what methods of coping and what resources they have tried thus far in dealing with the crisis. You will also begin to listen for how they are experiencing the stress of the crisis--so that when you get to B--the boiling down process--you can help them focus on what the crisis means to them.

It is important, especially in the early phases of developing a relationship, to be nonjudgmental; to suspend your judgment and allow the person in crisis to release his/her feelings. In this connection it can often be more important to listen than to speak. If we immediately judge what people have done as "wrong," we are not apt to understand their reasons, or the pain they feel as a result.

As part of achieving contact, it is valuable to allow the person in crisis to release his/her feelings. An important aspect of the listening process, however, does involve speaking--communicating to the persons that we do hear them, that we are listening, by mirroring back (paraphrasing) to the student the feelings we have heard them express. This can be done by making statements such as, "I feel you are confused as to what to do" or, "What I hear you saying is..." and here rephrasing but not adding to or deleting from the basic feeling being communicated.

Individuals in crisis sometimes have difficulty saying clearly what they want to express, and in such instances the counselor needs to be patient. It is valuable in the first interview to allow for long pauses before responding to what the persons have said. In their confusion, their mental processes are not functioning as they otherwise would, and they may be struggling to verbalize a pain which is so deep that they have difficulty putting it into words. How, for example, can you express in word the depth of pain you experience after the death of someone close to you?

As you listen to the person in crisis, you will soon discern important common themes. They will come out either by being stated with great intensity, or by being repeated over and over again (just as a good speaker reiterates her main points in different ways). These common themes will be valuable in helping the students focus on the essence of their distress.

Another important part of listening is to narrow the focus of the communication. In crisis intervention, unlike some methods of psychotherapy, it soon becomes important to let the student know that time is of the essence. The instructor/counselor, once she is confident that it will not be anxiety-producing, begins to communicate the impression that they "don't have all day" by selectively reinforcing those subjects which are related to the crisis and by witholding response to those which are irrelevant. I think it is best to allow considerable freedom in the first one-third to one-half of the actual interview, but thereafter to focus the conversation on the actual crisis. Often all the counselor needs to say is, "That sounds like something important that we need to deal with, but I don't think it's directly related to your present problem. As soon as we have resolved this crisis, we can spend more time talking about that." Otherwise without realizing it, the counselor may encourage a return to ineffective childhood behaviors; by allowing rambling or unfocused conversations or talk which focuses mainly on past events; by not calling upon students to use their own resources of self-observation, self-restraint, and self-responsibility; by allowing them to seek detachment from their feelings without being called back by the comments of the counselor; or by permitting anything to keep the students from focusing of the immediate crisis.

I believe it is important for you as an instructor/counselor in the midst of a crisis to be emphathetic, calm and stable, active and intrusive. You can often communicate hope through the very confidence you have in your own capacities to understand and help. Through the establishment of a relationship, especially through attending behaviors and skillful listening, the counselor shows active concern for the student. You also, thereby, communicate intensity responding to the person's strong feelings at a comparable level of strength.

Most counselors and psychotherapists are trained to avoid taking too much responsibility in counseling. In crisis counseling this may sometimes be ill-advised. The crisis counselor needs to take responsibility by being active and assertive (even breaking confidentiality if necessary) in order to make decisions for the person who cannot handle the decision-making process in his/her own self-interest. The person needs a counselor who does more than reflect feelings or offer passive support. In other words, it is the counselor's task to take responsibility, but only to the extent needed. As Thomas N. Rusk puts it, "Do for others that which they cannot do for themselves, and no more."

B. Boiling down the problem to its essentials.

The second step of the ABC method of crisis intervention involves boiling down the problem. This requires responding to and focusing on the feelings and meanings of the students, so that they can define in their own minds what has happened, what they are actually feeling, and why. The boiling down phase calls upon the counselor's skills of responding and focusing.

Responding is one of the basic dimensions of all human inter-change; communication, verbal or nonverbal, is not complete until there is response. The counselor has already begun responding to the person in crisis while achieving contact--the A phase--but during the B phase the counselor will have fewer and shorter periods of mere listening. The response of the counselor will be in three areas: Nonverbal behavior, feelings, and meaning.

You as a counselor need to be aware, first of all, of your student's nonverbal physical behavior. It will give you clues to their experience and feelings. Special attention is devoted to their physical energy and activity. An individual with a low energy level will find it difficult to cope actively with the problem (C). Energy level is reflected in physical activity; children are good examples of persons who are usually "alive." People in crisis, unlike the healthy child, tend to function with low levels of physical energy, because their pressures and conflicts have immobilized them and drained off their energy. The lower the physical activity, the more direct and active a counseling response will be required from the counselor.

You need also to be aware of incongruent behavior, discrepancies between what people say and what they do. A man in a counseling session said he wasn't upset about his daughter's pregnancy, but his red [illegible] and white knuckles suggested that he was not facing up to his true feelings; he could not admit to experiencing a crisis. The alert counselor responded to the clues by pointing them out to the father and asking him what he was really feeling.

People in crisis will usually express those feelings which dominate them. The counselor will be of great assistance, if he can help them identify and articulate those dominant feelings. Sometimes feelings are verbally expressed. But even when they are not, it is to the student's feelings that the counselor responds. You pay close attention to the tone of voice, facial expressions, posture, and hand gestures, but feelings is what you look for. One of the best ways to determine how a person in crisis feels is to ask yourself how you would feel if you were that person. It is valuable to have role-played a number of typical crisis, and reflected on some of the crisis you have experienced, so that you will recognize in your students' presentation and behavior clues to what they are feeling.

As in achieving contact, so in the boiling down process it is good to suspend judgment. It is also valuable at least to try--however difficult--to suspend your entire frame of reference, i.e., to hold in abeyance those attitudes (racial, religious, social, economic, political), which would prevent you from entering into your student's world of feeling. In doing so you communicate respect for the person's own frame of reference.

Once you have determined, whether from words or actions, how a person really feels, it is important to communicate your understanding of these feelings. As counselors we seek to assure that we have responded accurately to people's feelings by trying to articulate them in the way they themselves might do, in an "interchangable" way. A response is said to be interchangeable if the counselor expresses the same feeling as the student has communicated--no more and no less. The "You feel..." formula provides one way to do this: "You feel sad," "You feel angry," "You feel upset."

It is good to build your skill in responding to feelings by broadening your own feeling vocabulary. You can practice such responses by listing fifty alternative words and expressions for each of the following dominant feelings: Sadness, happiness, anger. Try this for a few minutes now, allowing yourself to use slang, colloquialisms, figures of speech, anything to accomplish the purpose.

Ultimately, the concern in responding has to do with the significance of the crisis for the person experiencing it--and of the feelings for the person expressing them. Meaning can be understood only where there is an understanding of both the feeling and the content expressed by the person in crisis. The same feelings are common to all of us, but the specific content of the feelings is different for each of us. The feeling is "happy" the content may be "for being promoted to assistant manage." the feeling is "angry" the content maybe "toward my husband who won't let me come to class." Content clarifies feelings and together they offer meaning. A simple way to express this is given in the equation: Feeling ("You feel...") plus content ("because...") equal meaning. This meaning is discerned not only through "You feel depressed" but through "you feel depressed because you lost your job.")

In step B of the ABC method it is vitally important that you not must respond to the feeling, but that you determine the content of the feeling so that the meaning of the crisis can be distilled out.

C. Coping actively with the problem

In the final stage of the ABC method the counselor helps students in crisis to evaluate and mobilize their resources, develop a plan of a action, and make specific changes directed toward resolving the crisis. One of the worst things a person in crisis can do is to become isolated. Isolation often leads to bouts of depression and self-pity. The counselor needs to help persons examine what alternative courses of action can be taken to reshape their lives, and then challenge them to act upon one or more of these alternatives. That help usually comprises five components: establishment of goals, inventory of resources, formulation of alternatives, action, and review and refinement.

Establishment of goals.

Ideally, at this point in the ABC method the counselor has established a relationship, allowed catharsis and expression of negative feelings and helped the person to boil down and specifically define and understand the crisis. The next task is to help them establish goals. This is usually a fairly simple task in as much as crisis counseling aims only at the removal of symptoms and the achievement of a level of functioning as high as or higher than before.

The goal determines the direction toward which the courses of action is aimed. It is always best to be as specific as possible in defining goals, and to define them in observable terms so that their achievement is measurable. It is far more helpful to establish small and short-term aims, and attain them, than to set up lofty, long-term goals which cannot be reached and will only bring disappointment.

Inventory of resources

After the goal has been decided upon, you will need to help the students take inventory of their internal and external resources

People in crisis frequently have trouble rationally reviewing their resources. The instructor/counselor may, therefore, have to take the lead.

Internal resources are those methods of coping which all of us have within us, upon which we can draw in the face of the problems we encounter each day. Sometimes the students may not be aware of having these resources. They need to be pointed out to them. ("You say you can't tell people what you feel, but I see you doing a great job of telling your feelings to me.") One significant internal resource is the history of handling past crises. The instructor who has gone through developmental or past situational crises with other students can point out what led to their successful resolution.

External resources include such things as friends, family, church, spiritual resources, community groups, and finances. People who are in crisis very often pull away from the meaningful interpersonal involvement and feel totally alone. A relatively modest amount of need-fulfillment on the part of other people is often enough to exert a great deal of positive influence on the crisis. The support and gratifications which was offered in the past by a now-lost relationship may be achieved through a new significant other person, or the strengthening of an already existing relationship

Community resources may be available. If the student has recently been in counseling, it is good to send him back to the same counselor. If he says "Oh, he didn't help me" this should be carefully evaluated before being accepted at face value. Persons in crisis may not list as resources people whom they feel are unwilling or unable to help. It is true that these people often become irritated by the chronic whining, depression, and helplessness of the person in crisis, but in my experience they could become mobilized if they were made aware of both the person's need and how they could in fact help. One task in crisis intervention, then, is to help "significant others" care for the troubled person as effectively as possible.

Formulation of alternatives.

Once the students have developed goals and reviewed their resources, the instructor and student "brain-storm" alternative ways of action which might facilitate these goals. The persons in crisis are encouraged to develop their own alternatives. Both "good" and "bad" ideas are included on the list; for example, when dealing with a suicidal individual, I include committing suicide as one of the options.

The instructor/counselor can then jar the student's thinking by suggesting other possible courses of action. This is not a matter of adivce-giving but an attempt to broaden the horizons of persons who may still be "congnitively constricted" and honestly cannot think of alternatives. In almost all cases, however, the individual chooses personally the course of action to be actually taken.

Action

After the commitment, action must follow. This step is very important because it helps reverse any tendency the student may have had toward dependence upon the instructor/counselor. It is important that the person begin implementing their chosen alternatives. Action counters the paralysis involved in the crisis, and encourages people to do something about their problems whether they feel like it or not. As one person stated, 'It is easier to act your way into a new way of feeling, than to feel your way into a new way of action." Or, in the words of one of my professors from graduate school, "The person's personality or self is like a muscle. When you use a muscle it grows stronger...if you don't use the muscle, the muscle begins to atrophy and waste away." The resumption of personal control sometimes comes slowly but is accomplished in time.

Infinite patience is necessary on the part of the instructor who finds herself in the role of counselor. But then that is also what is needed when one is teaching a non-reader to read. Sometimes there is resistance at this crucial stage and students will "forget" or "not have time" to begin acting on their chosen alternatives. Sometimes I sense that they are trying to make me angry so they can justify breaking off the help and have "righteous" reasons for their leave (escape). Resistance needs to be aired immediately and dealt with. The student should not be allowed to slide without being confronted. I repeatedly remind students of their freedom of choice to do or not to do what will help them with their problems, and that I will aid them in any way I can to achieve their goals but (except in extreme emergencies) will not do it for them. Sometimes the students' anxiety will make action difficult, but there are ways in which an anxiety-laden individual can be approached that may reduce the anxiety and thus the risk of failure. Most valuable for me in this connection have been role playing, the sharing of personal problems in a small group, and the mapping out of small successive steps to achieve the goal.

Review and refinement.

In many ways review and refinement is not a separate part but an ongoing function in all counseling. The student and the counselor must continually evaluate whether the new behavior is effective toward reaching the goal of crisis resolution. They also need to examine whether the chosen goal is still what the person wants, and if it not, to alter it.

I knew a family in which the mother was frequently in and out of mental hospitals. The first tactic to support her in getting well was to do whatever she wanted. When she did not improve, however, and the family became more chaotic, they decided to act in such a way that her paranoia would not disrupt the rest of the family unit. The father and two children were able to develop a strong bond, and the family learned that it could function, whether the mother was at home with them or in the hospital. Ultimately, they did not exclude her, but they would no longer let her dominate and disintegrate the family. This type of situation sounds far reaching for the instructor/counselor, but it could be that the father is the one you have in your class working on reading. He would need help.

When you feel that a crisis has been averted, or in some way taken care of, it is valuable for you to reiterate the learning which has taken place and directly encourage the student to use her new-found strengths and coping skills for solving the future problems and crises which are certain to occur.

REFERRAL

At times the best thing we can offer our students in a crisis is direction to others, who specialize in the types of service which will best meet their needs. "Properly conceived, referral is a means of using a team effort to help a troubled person... It employs the division-of-labor principle that is the basis of interprofessional cooperation." (Howard Clinebell)

There are two types of referral. In the first, the major responsibility is given over to another professional. This is frequently necessary when the person in crisis is psychotic, seriously suicidal or homicidal, or needs hospitalization. The second form of referral, more common to the instructor/counselor in crisis counseling, involves retaining a major responsibility for the person's care, but sending the individual to a specialist for specific types of help; perhaps to a family debt counselor for assistance with financial planning.

Referral to an outside source is not a sign of failure, often it is inevitable. Assuming you are a good counselor, it is nevertheless important--and mark of a good counselor--that you know when to refer. The question is actually a matter of timing, taking into consideration both the condition of the student and your own limitations. Time, skill, and emotional objectivity all play a role in determining when it is best to refer a student to more specialized care.

Assuming that you have the expertise to deal with a particular person's crisis, it is important to determine whether or not you also have the time to handle the situation adequately. You need to ask yourself quite frankly: Will my other responsibilities be seriously neglected because of the time I give to this individual? Can I really limit the person to only so many minutes per week? Can I honestly and firmly restrict my telephone availability? Such limitations sometimes involve a cost to the student.

Assuming that you have the time, in some crisis situations it may be that your skill and experience will be far less helpful to the individual than that of a counselor who has some highly developed skill and experience in dealing with a particular problem. A good illustration is heroin addiction; few counselors, unless actually involved in a drug treatment center, are equipped to treat it effectively.

Some questions you might ask yourself in determining if you have the necessary skills to handle a particular crisis are: Do I feel comfortable working with this person? Can I be sure I am not misinterpreting this person's situation? Is the person showing growth? Am I fostering negative dependency? As a rule of thumb, it is important to refer immediately to a mental health professional any person who is or appears to be psychotic, violent, seriously suicidal, homicidal, or whose behavior is noticeably bizarre.

Finally, the person possessing both time and skill needs to avoid "hooking in" to the counseling situation his or her own feelings of threat, anxiety, fear, or insecurity. Some danger signals to watch for: When my own feelings get in the way of my ability to help the student; when a problem is raised which I have never resolved in my own life; when I have overburdened myself and have too little to offer in terms of time and caring; and when the approval of the individual student becomes so important to me that I feel my own status is at stake in the situation. In short, the key to successfully referring people, as to effective functioning in every phase of crisis intervention, may lie in whether or not I am able to act creatively, on the basis of my own limitations, with respect to my own emotional security, stability, and objectivity at the time.

COUNSELING RECORD FORM

Student's Name ______________________ Date __________

____

____

Instructional plan and personal goal

A. Academic goal ______________________

____

B. Personal goal and interest ______________________

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Record of counseling

Date: ____________ Comments: ______________________

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Date: ____________ Comments: ______________________

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Date: ____________ Comments: ______________________

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PHONE LOG

Date:	Student:	Comments:

Chapter Six:
Survey/Results from ABE Directors

ABE Directors' Survey

Counseling the ABE student

1. Do you have a full-time counselor in your ABE program?
Yes: 1 No: 38

2. Do you have a staff member assigned part-time to counsel ABE students?
Yes: 10 No: 28

3. What was your unduplicated headcount total for ABE in 1985-86?
Average from surveys: 869

4. Of the above number, estimate the percentage of dropouts, or ore probably, stop-outs (they usually come back):
Average from surveys: 32%

5. Given the nature of the ABE student, do you think counseling would help retain students?
Yes: 38 No: 0 Maybe: 1

6. Would you consider hiring a counselor if you could see an increase in FTE as a result?
Yes: 31 No: 3 Maybe: 4

7. Please list the five (5) most commonly used reasons students drop-out of your program:

    1. Transportation
    2. Child care
    3. Conflict with work/or work hours
    4. Loss of interest
    5. Family problems

Note: Numbers listed above do not always add up to total responses to the survey since some respondents did not answer every question.

Workshop Materials

(Note: This paper can be used as part of an oral presentation.)

ORAL PRESENTATION

AS AN ABE INSTRUCTOR THERE ARE MANY THINGS WHICH YOU WILL HAVE TO TAKE INTO CONSIDERATION; THINGS WHICH ARE NOT NECESSARILY A PART OF WHAT YOU MAY HAVE THOUGHT WAS YOUR JOB AS AN INSTRUCTOR.

INSTRUCTING ADULTS IS A DIFFERENT JOB THAN TEACHING YOUNG CHILDREN.

YOUR STUDENTS WILL HAVE MANY ADULT PROBLEMS RELATED TO:

FAMILY, SOCIAL PROBLEMS, FINANCIAL PROBLEMS,
OCCUPATION AND ACADEMIC PROBLEMS.

YOU MUST BE SENSITIVE TO THESE PROBLEMS AND YOU WILL NEED TO KNOW SOMETHING OF HOW TO DEAL WITH THEM WHEN THEY ARISE.

A STUDENT WHO IS HAVING PROBLEMS AT HOME OR ON THE JOB IS NOT A GOOD CANDIDATE TO LEARN ABOUT FRACTIONS, AT LEAST NOT UNTIL SOMETHING IS DONE ABOUT HER PRESENT CRISIS.

NO ONE WANTS TO ADD MORE DUTIES TO THE ALREADY FULL SCHEDULE OF THE ABE INSTRUCTOR, HOWEVER, BEING IN THIS ROLE ONE HAS TO TAKE ON ADDITIONAL RESPONSIBILITIES.

YOU MUST OF NECESSITY BE AN INSTRUCTOR/COUNSELOR.

MOST OF US ARE VERY COMFORTABLE IN OUR ROLE OF INSTRUCTOR BUT WE ARE NOT TOO COMFORTABLE IN OUR ROLE OF COUNSELOR.

WE MAY NOT BE READY TO, OR MAY NOT WANT TO, TAKE ON THE PROBLEMS AND CRISIS SITUATIONS WHICH OUR STUDENTS BRING TO US.

WE ARE TEACHING ADULTS; ADULTS WHO LIVE IN THE SAME WORLD WHICH WE LIVE IN .

THESE ADULTS HAVE MANY OF THE SAME PROBLEMS WHICH WE HAVE. MANY OF THEM ALSO HAVE ADDITIONAL PROBLEMS CREATED BY TRYING TO WORK A FULL-TIME JOB AND COME TO OUR CLASSES.

WE MUST BE AWARE OF THIS AND KNOW HOW TO WORK WITH OUR STUDENTS.

OUR STUDENTS ARE SPECIAL PEOPLE; MOST OF WORK IN DEPARTMENTS THAT ARE CALLED "SPECIAL POPULATIONS."

ARE STUDENTS ARE PEOPLE WHO HAVE QUIT SCHOOL FOR WHATEVER REASON.

MANY OF THEM ARE ALREADY SADDLED WITH THE TERM "FAILURE " AND MOST OF THEM HAVE ACCEPTED THIS TITLE.

YET, FOR WHATEVER REASON, THEY HAVE TAKEN THE STEP TO COME BACK TO SCHOOL.

BACK TO SCHOOL TO LEARN AND ACHIEVE.

WE HAVE TO HONOR THIS AND WORK WITH THEM.

IT HAS TAKEN AN AWFUL LOT OF INITIATIVE TO COME TO OUR DOORS.

PROBABLY ONE OF THE MOST DIFFICULT THINGS MANY OF THEM EVER HAVE DONE WAS TO OPEN THAT CLASSROOM DOOR AND WALK IN NOT KNOWING EXACTLY WHAT WAS BEHIND THAT DOOR.

MANY OF OUR PEOPLE HAVE BEEN SUCCESSFUL ON THEIR JOBS. THEY HAVE BEEN MAKING A LIVING, AND MAKING IT WITH A HANDICAP THAT MOST OF US CAN NOT RELATE TO.

SO, IN A WAY, WE ARE WORKING WITH SUCCESSFUL PEOPLE, EVEN THOUGH MOST OF THEM WOULD NEVER SAY THAT ABOUT THEMSELVES.

AND IT IS JUST AS MUCH OUR JOB TO TEACH THEM THAT THEY ARE A SUCCESS IN LIFE.

THAT IS JUST AS IMPORTANT, AND MAYBE EVEN MORE SO, THAN TO

HAVE THEM FIGURE OUT HOW LONG IT WILL TAKE AN AIRPLANTE TO FLY FROM NEW YORK TO CALIFORNIA GOING FIVE HUNDRED MILES PER HOUR WITH A HEAD WIND OF TWENTY-FIVE KNOTS FOR THREE QUARTERS OF THE WAY AND A TAIL WIND OF FIFTY KNOTS THE REST OF THE WAY.

NOW LET'S LOOK AS SOME OF THESE "SPECIAL" SKILLS THAT THE ABE INSTRUCTOR WILL NEED AS THEY WORK WITH THE ADULT LEARNER.

BELOW IS A LIST AND IN THE MANUAL YOU WILL FIND DETAILED BREAK-DOWNS OF EACH OF THESE LISTED AREAS:

1. YOU WILL NEED TO UNDERSTAND WAYS IN WHICH TO HELP RECRUIT AND RETAIN THE ABE STUDENT.

2. YOU WILL NEED TO UNDERSTAND REASONS WHY SOME STUDENTS DROP-OUT--OR STOP-OUR, FOR THEY OFEEN COME BACK--OF A PROGRAM AND FIND WAYS TO COUNTERACT THESE ACTIONS.

3. YOU WILL HAVE TO BECOME FAMILIAR WITH THE NEEDS OF INDIVIDUALS AND GROUPS IN ORDER TO RECRUIT THEM INTO AN ABE PROGRAM.

4. YOU SHOULD KNOW HOW TO CONDUCT THE FIRST INTERVIEW WITH THE STUDENT SO THAT YOU ARE ABLE TO OBTAIN SOME BACKGROUND INFORMATION ON THE STUDENT; INFORMATION WHICH WILL BE HELPFUL AS

YOU TEACH AND WORK WITH THE STUDENT.

5. YOU MUST LEARN TO INTERPRET DIAGNOSTIC TESTS USED IN THE PROGRAM SO THAT YOU CAN PROPERLY PLACE THE STUDENT AT HIS OR HER LEARNING LEVEL.

6. YOU MUST MAKE SURE THAT INDIVIDUAL RECORDS ARE KEPT ON EACH OF YOUR ADULT LEARNERS.

7. YOU MUST UNDERSTAND THE ADULT LEARNER'S PERCEPTIONS OF VALUES, AND BE ABLE TO MEASURE THEIR PROGRESS.

8. YOU HAVE TO HAVE SOME ABILITIES TO COUNSEL WITH STUDENTS IN ORDER TO MAKE REFERRALS TO APPROPRIATE AGENCIES OR INSTITUTIONS SHOULD THAT ARISE.

9. YOU MUST BE CAPABLE OF ASSISTING YOUR STUDENTS IN MAKING REALISTIC GOALS.

10. YOU MUST KNOW HOW TO MOTIVATE THESE STUDENTS; KEEPING IN MIND THAT EACH IS DIFFERENT.

11. YOU SHOULD BECOME FAMILIAR WITH THE JOBS--FULL AND PART TIME--IN YOUR AREA TO HELP STUDENTS WHO BECOME UNEMPLOYED.

12. YOU SHOULD HAVE A GOOD KNOWLEDGE OF THE OTHER

EDUCATIONAL OPPORTUNITIES AND TRAINING PROGRAMS YOUR SCHOOL OFFERS.

13. YOU SHOULD BE ABLE TO HELP STUDENTS IDENTIFY THEIR VOCATIONAL AND EDUCATIONAL GOALS AND OBJECTIVES AND TO KEEP THEM REALISTIC.

14. YOU SHOULD BECOME FAMILAR WITH THE MAJOR MOTIVATIONAL THEORIES AND THEIR IMPLICATIONS FOR COUNSELING WITH THE ADULT LEARNER.

15. IF YOU DO NOT KNOW BY NOW, YOU MUST LEARN TO BE A GOOD LISTENER. IF YOU ARE NOT HEARING WHAT THE STUDENT IS SAYING YOU WILL NEVER BE ABLE TO HELP THEM. BEFORE LONG THAT STUDENT WILL DROP YOUR CLASS.

I REALIZE THAT WHEN THE ABOVE ITEMS ARE LISTED AS THEY ARE IT LOOKS LIKE WE ARE EXPECTING AN AWFUL LOT FROM OUR INSTRUCTORS--WE ARE!

THIS JOB IN NOT AN ORDINARY CLASSROOM JOB.

IT CALLS FOR SPECIAL PEOPLE TO WORK WITH AND TEACH SPECIAL PEOPLE.

WE ARE IN THE BUSINESS OF MAKING BETTER HUMAN BEINGS.

IT MAY BE, IN OTHER WORDS, THAT IT IS MORE DESIRABLE TO HAVE A SCHOOL IN WHICH A STUDENT LEARNS TO KNOW HERSELF AND HER WORLD, THAN TO HAVE A SCHOOL IN WHICH A STUDENT LEARNS TO EARN A LIVING.

A SECURE OR VOCATIONAL SUCCESS DOES NOT GUARANTEE HUMAN SATISFACTION. WE NEED ONLY TO LOOK AT A CROSS SECTION OF THE CITIZENRY TO DISCOVER VAST NUMBERS OF PEOPLE WHO ARE VOCATIONAL SUCCESSES AND HUMAN FAILURES.

MOREOVER, IT MAY BE--AS SOME OF US SUSPECT--THAT THE TECHNICAL KNOWLEDGE ESSENTIAL TO THE PRACTICE OF, SAY, COMPUTER REPAIR OR NURSING, IS FAR LESS THAN WE HAVE ASSUMED.

SHOULD THIS BE THE CASE, WE ARE OBLIGED TO GIVE SERIOUS CONSIDERATION TO A CURRICULUM THAT HAS AS ITS PREDOMINANG GOAL THE OBJECTIVE OF HELPING THE STUDENT BECOME A BETTER PERSON.

THE WORLD OF THE ABE STUDENT IS SUCH AN EXCELLENT GROUND FOR PLANTING THE SEEDS OF KNOWLEDGE WHICH WILL BE NURTURED IN ONE OF OUR CURRICULUM COURSES OF IN LIFE ITSELF.

WHAT AN OPPORTUNITY WE HAVE!

SO AS YOU LEAVE HERE I WOULD HOPE THAT YOU LEAVE WITH A

RENEWED VIGOUR TO GET ABOUT THE BUSINESS OF LIFE BUILDING AND THAT THE ROLE OF INSTRUCTOR COUNSELOR IS ONE WHICH YOU WILLINGLY ASSUME.

(Note: To be used as part of an oral presentation.)

COUNSELING THE ABE STUDENT

AS AN ABE INSTRUCTOR YOU PROBABLY HAVE BECOME AWARE THAT YOUR ROLE IS A SPECIAL ONE, THAT IT HAS MANY FACETS. ONE OF THE MOST INTERESTING FACETS OF YOUR ROLE IS THAT OF COUNSELOR.

I AM SURE THAT YOU ARE EAGER TO HELP YOUR STUDENTS, THAT IS WHY YOU TOOK THE JOB. NOW YOU ARE TOLD THAT YOU HAVE THE ADDITIONAL DUTY OF COUNSELING AND YOU DO NOT FEEL PREPARED TO DO THAT.

YOU MAY FEEL THIS WAY BUT SOMEHOW YOU CANNOT STOP YOUR STUDENTS FROM BRINGING THEIR PERSONAL PROBLEMS TO THE CLASS ROOM. THEY WANT TO TALK TO YOU.

YOU DO NOT FEEL THAT YOU ARE QUALIFIED AS A COUNSELOR.

THERE ARE MANY QUESTIONS YOU MAY HAVE IN YOUR ROLE AS INSTRUCTOR/COUNSELOR.

THIS PRESENTATION IS AN ATTEMPT TO HELP YOU IN THIS ROLE.

ONE OF THE FIRST THINGS TO CONSIDER, AND PROBABLY THE MOST IMPORTANT IS YOUR ATTITUDE.

THE ATTITUDE YOU BRING INTO THIS SITUATION IS JUST WHAT WILL

DETERMINE HOW SUCCESSFUL YOU WILL BE WITH YOUR STUDENTS.

SOME ATTITUDES INCREASE THE CHANCES OF SUCCESS AND OTHERS, OF COURSE, DECREASE YOUR CHANCES.

LET'S LOOK AT SOME POINTERS AND YOU CAN USE THESE TO MEASURE YOUR ATTITUDES WITH THEM;

1. ALWAYS BE POSITIVE!

YOU MUST SHOW STUDENTS THAT YOU HAVE FAITH IN THEIR ABILITIES. EXPRESS THIS OFTEN AND FREELY.

THE STUDENTS' FEELING ABOUT THEMSELVES, AND THEIR BELIEFS IN THEIR OWN LEARNING CAPABILITIES, COME FROM THE EXTERNAL JUDGMENTS THAT ARE COMMUNICATED BY THEIR TEACHERS, PARENTS, AND FRIENDS.

THUS, IT MAY WELL BE THAT WE NEED TO RETHINK OUR CRITERIA FOR BESTOWING THE SYMBOLS OF FAILURE AND SUCCESS IN SCHOOL.

BECAUSE A VERY LOW GRADE IS LIKELY TO HAVE A LONG-RANGE EFFECT ON THE STUDENT'S SELF-CONFIDENCE, AS WELL AS ON HIS SUBSEQUENT LEARNING, OUR BASIS FOR LABELING AND COMMUNICATING A

PARTICULAR LEVEL OF STUDENT PERFORMANCE AS A FAILURE MAY NEED TO BE CAREFULLY RETHOUGHT.

THE BENEFITS THAT COME FROM LOW GRADES AND MARKS ARE, AT BEST, QUESTIONABLE.

NEVER UNDERESTIMATE THE INFLUENCE YOUR VALUATIVE JUDGMENTS HAVE ON THE LIVES OF YOUR STUDENTS.

2. BELIEVE IN YOUR STUDENTS; ENCOURAGE THEIR SUCCESS BOTH IN AND OUT OF THE CLASSROOM.

WHEN THEY TALK OF THEIR WORK, HOME, FAMILY, BE INTERESTED IN THEM.

ENCOURAGE THEM, LET THEM TELL YOU OF THEIR SUCCESSES.

THIS IS ESPECIALLY IMPORTANT WHEN THE STUDENT IS FRUSTRATED IN THE CLASSROOM BECAUSE OF A PROBLEM IN UNDERSTANDING A CONCEPT IN ALGEBRA.

WE MUST REMEMBER THAT EDUCATION IS LEARNING TO GROW, LEARNING WHAT IS DESIRABLE AND UNDESIRABLE, LEARNING WHAT TO CHOOSE AND WHAT NOT TO CHOOSE.

IF WE AS INSTRUCTORS ARE GOING TO BE ABLE TO OPEN OUR

STUDENTS TO PEAK EXPERIENCES, WE MUST FIRST LEARN TO RECOGNIZE THEM AND TO NUTURE THEM IN OUR OWN LIVES.

3. SCHOOL OUGHT TO BE A PLACE WHERE A PERSON GETS TO KNOW HIMSELF.

IT OUGHT TO BE A PLACE WHERE ONE LEARNS TO CONFRONT PERSONAL ISSUES AND TO RESOLVE THEM AS WELL AS POSSIBLE.

WE MUST KEEP IN OUR MINDS THAT EACH OF OUR STUDENTS IS A WARM, FEELING HUMAN WITH MANY ABILITIES AND TALENTS.

THERE IS MORE TO OUR STUDENTS THAN WHAT WE SEE OF THEM IN A THREE HOUR CLASS TWICE A WEEK.

NEVER LET THIS SLIP FROM YOUR MIND.

THEY HAVE A WHOLE LIFE THAT INFLUENCES THEM AND WE ARE ONLY A SMALL PART, AN IMPORTANT PART---FOR THE MOMENT.

4. BE SINCERE WITH YOUR STUDENTS

NOTHING COMES ACROSS TO ONE OF OUR STUDENTS SO POORLY AS AN INSTRUCTOR WHO IS MAKING AN ATTEMPT AT SINCERITY.

IF YOU CANNOT BE SINCERELY INTERESTED IN YOUR STUDENT THEN YOU SHOULD CONSIDER WHETHER YOU ARE IN THE RIGHT JOB.

YOU MUST TAKE AN INTEREST IN EACH OF YOUR STUDENT'S

ACHIEVEMENTS, INTERESTS, AND PROBLEMS--ESPECIALLY WHEN THEY BRING THEM TO YOU.

THE INSTRUCTOR, THEN, WOULD BE ONE WHO HELPS A PERSON DISCOVER WHAT IS ALREADY IN THEM, NOT A SHAPER OF PERSONS INTO PREARRANGED FORMS IN ACCORDANCE WITH _A PRIORI_ NOTIONS.

THE GOAL IS ULTIMATELY THE SELF-ACTUALIZATION OF A PERSON, THE BECOMING FULLY HUMAN, THE DEVELOPMENT OF THE FULLEST HEIGHT THAT THE HUMAN SPECIES CAN STAND UP TO OR THAT THE PARTICULAR INDIVIDUAL CAN COME TO.

IN A LESS TECHNICAL WAY, IT IS HELPING THE PERSON BECOME THE BEST THAT HE IS CAPABLE OF BECOMING.

THAT IS NOT EASY.

TEACHERS AND OTHER KINDS OF PROFESSIONALS SUFFER FROM HAVING BEEN INDOCTRINATED INTO A MASTERING, MANIPULATIVE, CONTROLLING OUTLOOK TOWARD NATURE, TOWARD PEOPLE, AND ESPECIALLY TOWARD STUDENTS.

HELPING IS ACTUALLY A VERY, VERY DIFFICULT THING TO DO.

HELPING, TRULY HELPING, IS AN ART.

THEREFORE, IF YOU WANT TO HELP OTHERS AS AN ABE INSTRUCTOR , IF YOU ARE IN THE HELPING PROFESSION, WHICH EVERY HUMAN BEING SHOULD BE AS AMATEUR OR PROFESSIONAL, CLEARLY ONE PART OF YOUR JOB IS TO BECOME A BETTER PERSON.

THE BETTER PERSON YOU ARE, THE LESS NEUROTIC YOU ARE, THE LESS NEED YOU WILL HAVE TO MANIPULATE, CONTROL, AND FORCE PEOPLE INTO IMITATIONS OF YOURSELF RATHER THAN HELP THEM GROW IN THEIR OWN STYLE.

THE OTHER ASPECT OF THE SITUATION IS THAT IN ORDER TO HELP YOURSELF BECOME A BETTER PERSON, IN ORDER TO DEVELOP PERSONAL GROWTH, YOU MUST HELP OTHER PEOPLE.

5. RECOGNIZE THE UNIQUENESS OF EACH INDIVIDUAL.

WHILE THE ATTITUDES, VALUES,AND BELIEFS OF YOUR STUDENT MAY NOT BE THE SAME AS YOURS DOES NOT MEAN THAT THE STUDENT IS INFERIOR, JUST DIFFERENT.

USE THIS UNIQUENESS IN YOUR INSTRUCTION, DO NOT CRITICIZE IT.

ACCEPT THEM FOR WHO THEY ARE!

6. ACCEPTING YOUR STUDENT FOR WHO THEY ARE AND AS THEY ARE, IS THE BEGINNING OF ACCEPTING THEIR UNIQUENESS.

THIS IS WHAT IS REQUIRED IN LEARNING TO NOT PASS JUDGMENT ON YOUR STUDENT.

TRY TO, AS THE MANUALS TELL US, ATTAIN AN UNCONDITIONAL POSITIVE REGARD FOR YOUR STUDENT.

7. LISTEN!

WHAT IS ONE OF THE MOST COMMON COMPLAINTS WE MAKE ABOUT SOMEONE THAT WE WANT TO GET THROUGH TO, WHETHER IT BE OUR SPOUSE OR OUR SUPERVISOR?-"SHE NEVER LISTENS TO ME!"

LEARNING TO BE A GOOD LISTENER IS SOMETHING THAT TAKES PATIENCE AND, BELIEVE IT OR NOT, TRAINING.

MANY TIMES ALL OUR STUDENTS WANT US TO DO IS LISTEN TO THEM.

LEARN TO BE AN "ACTIVE LISTENER."

THIS MEANS LISTENING WITH INTEREST AND REALLY SHOWING THAT YOU ARE PAYING ATTENTION.

MOST OF THE PROBLEMS AND CRISES OUR STUDENTS BRING TO US CAN BE SOLVED BY LISTENING.

WE ARE TRULY A SOUNDING BOARD

WE DO NOT HAVE TO RESOLVE EVERYTHING--ONLY LISTEN.

BY THIS BEHAVIOUR WE LET THE STUDENT KNOW WE ARE INTERESTED. RAPPORT WILL DEVELOP MUCH FASTER WHEN THE STUDENT KNOWS WE ARE REALLY INTERESTED.

A WORD OF CAUTION NEEDS TO BE SPOKEN HERE ABOUT THE STUDENT WHO WILL TAKE ALL YOUR TIME WITH TALKING.

THERE ARE MANY STUDENTS WHO JUST TALK, AND TALK, AND TALK!

TALK ABOUT ANYTHING AND EVERYTHING--WASTING MUCH OF YOUR TIME.

LEARN TO BE AWARE OF WHAT IS TALK FOR TALKS SAKE AND WHAT IS SOMETHING THAT NEEDS TO BE SAID BY THE STUDENT AND ACTIVELY LISTENED TO BY YOU.

THE GREATEST ASSET OF ANY COUNSELOR IS THE ABILITY TO BE AN ACTIVE LISTENER

2. NO ONE TECHNIQUE IS ALWAYS RIGHT.

WHEN YOU UNDERSTAND THE UNIQUENESS OF EACH STUDENT, YOU WILL KNOW THAT THERE IS NO ONE COUNSELING TECHNIQUE THAT WILL WORK EVERYTIME.

WHAT WORKS WITH ONE STUDENT WILL NOT WORK WITH ANOTHER.

LEARN TO KNOW EACH OF YOUR STUDENTS, LEARN WHO THEY ARE, AND YOU WILL KNOW WHAT METHOD TO USE WHEN YOU ARE COUNSELING.

ALSO, KNOW WHEN TO REFER YOUR STUDENT TO ANOTHER OF THE COUNSELORS, A COMMUNITY AGENCY, PERSON IN THE COMMUNITY, OR CHURCH.

ANOTHER OF THE GREATEST ASSETS OF A COUNSELOR IS THE ABILITY TO KNOW WHEN TO REFER--KNOW WHAT YOUR LIMITS ARE.

9. SHOW AN INTEREST.

NOW COMES ANOTHER OF THOSE FINE LINE ITEMS.

YOU MUST SHOW AN INTEREST IN YOUR STUDENTS, AND A CONCERN, BUT YOU MUST NOT PRY INTO THEIR PRIVATE LIVES.

PRYING WILL TURN YOUR STUDENTS AWAY REAL FAST!

LET THEM KNOW YOU ARE INTERESTED IN ANYTHING THEY WANT TO DISCUSS WITH YOU--AND THEN YOU MUST SET THE LIMITS.

KEEP IN MIND THAT FINE LINE BETWEEN HELPFUL COUNSELING AND PRYING.

10. OVER COME PERSONAL BIASES--AT LEAST SET THEM ASIDE.

THIS LAST ITEM IS PROBABLY ONE OF THE MOST IMPORTANT FOR YOU BOTH AS AN INSTRUCTOR AND COUNSELOR.

YOU MUST OVERCOME ANY PERSONAL BIASES WHICH ARE RELATED TO RACE, SEX, AGE, ETHNIC GROUP, SOCIAL CLASS, RELIGIOUS BELIEFS, AND MORALITY.

EACH STUDENT IS A PERSON WITH NEEDS MUCH THE SAME AS OURS, EACH IS A PERSON OF DIGNITY AND WORTH AND MUST BE TREATED AS SUCH.

YOU ARE HELPING A PERSON ACHIEVE ALL THAT THEY ARE CAPABLE OF BECOMING, THIS IS NO TIME FOR BIASES.

THIS HELPING CAN NEVER BE ACCOMPLISHED IF YOU ARE, AT THE SAME TIME, CRITICAL OF THEIR VIEWS OF SEX, RACE, ETC.

THE CLASSROOM IS NO PLACE FOR YOUR BIASES AND NEVER, NEVER A PLACE FOR DISCRIMINATION.

IF THIS IS SOMETHING WHICH YOU CANNOT OVERCOME, THEN THE BEST THING FOR YOU TO DO IS FIND ANOTHER OCCUPATION.

ADULT EDUCATION IS ONE OF THE AREAS WHERE THERE IS NO PLACE FOR PERSONAL PREJUDICE.

WE MUST HELP OUR STUDENTS BECOME MOTIVATED, HAVE HIGH

EXPECTATIONS, SET WORTHY GOALS.

WE CAN NOT DO THIS AND EXPECT THIS OF OUR STUDENTS IF WE SHOW OUR PREJUDICES IN THE CLASSROOM.

WARREN BENNIS, IN *THE UNCONSCIOUS CONSPIRACY; WHY LEADERS CAN'T LEAD*, WRITES:

"IN A STUDY OF SCHOOL TEACHERS, IT TURNED OUT THAT WHEN THEY HELD HIGH EXPECTATIONS OF THEIR STUDENTS, THAT ALONE WAS ENOUGH TO CAUSE AN INCREASE OF 25 POINTS IN THE STUDENTS' IQ SCORE." WHAT A TESTIMONY!

IN THE MANUAL, *A PRACTICAL GUIDE FOR THE ADULT BASIC EDUCATION INSTRUCTOR*, LEONARD D. LILLEY, JR. AND JOHNSIE S. PERKINS WRITE THE FOLLOWING WHICH BEARS REPEATING:

"A HELPING ATTITUDE MUST BE SUPPORTED BY 'HELPING SKILLS'."

EVEN AS A PART-TIME ADULT INSTRUCTOR/COUNSELOR, THE FOLLOWING SKILLS CAN AID YOU IN BEING EFFECTIVE IN YOUR ROLE:

1. HAVE A KNOWLEDGE OF HUMAN BEHAVIOUR--EXPERIENCE IS AN IMPORTANT FACTOR HERE.

2. HAVE THE ABILITY TO PERFORM AS A REFERRAL AGENT FOR YOUR STUDENTS. THIS REQUIRES A KNOWLEDGE OF YOUR COMMUNITY AND ITS AVAILABLE SOCIAL RESOURCE AGENCIES.

3. HAVE THE ABILITY TO EMPHATHIZE, NOT SYMPATHIZE, WITH PEOPLE OF DIFFERENT BACKGROUNDS THAN YOURS. PARTICIPATE IN OTHERS FEELINGS FROM THEIR VIEWPOINT WHILE REMAINING OBJECTIVE.

4. HAVE THE ABILITY TO FOLLOW THROUGH A PROBLEM LOGICALLY UNTIL IT IS SOLVED.

5. YOU MUST HAVE GOOD COMMUNICATION SKILLS--THIS IS THE MEANS BY WHICH THE COUNSELOR AND STUDENT ESTABLISH MUTUAL ACCEPTANCE.

IN COMMUNICATING YOU SEND MESSAGES IN THE FOLLOWING WAYS:

A) VERBALLY--INCLUDES THE WORDS YOU USE ALONG WITH THEIR RESULTANT EFFECT ON OTHERS.

TRY TO EXPRESS YOURSELF VERBALLY IN WAYS WHICH ADULTS CAN UNDERSTAND. DO NOT PATTERN YOUR LANGUAGE STYLE IN AN ATTEMPT TO IMITATE THE STYLE OF YOUR STUDENTS.

SIMPLE LANGUAGE, SPOKEN SINCERELY, WILL ENHANCE INSTRUCTOR-STUDENT COMMUNICATION FAR MORE THAN LANGUAGE THAT IS INCONSISTENT WITH YOUR PERSONALITY.

STUDENTS PREFER THAT YOU BE REAL WITH THEM.

B) NON-VERBALLY--THE WAY YOU ACT (AND REACT). HOW YOU FEEL AND THE WAY OTHERS READ YOUR ACTIONS AND ATTITUDES.

WHEN YOU FEEL ONE WAY AND TRY TO ACT ANOTHER, ADULT STUDENTS WILL NOTICE THE INCONSISTENCY BETWEEN VERBAL AND NON-VERBAL ACTIONS. NON-VERBAL COMMUNICATION IS ALWAYS ACCEPTED AS THE MORE ACCURATE EXPRESSION.

THE ADULT INSTRUCTOR/COUNSELOR BOTH VERBALLY AND BEHAVIOURALLY, MUST COMMUNICATE IN A POSITIVE MANNER.

BE VERY AWARE OF YOUR LISTENING SKILLS.

MORE THAN PASSIVE SILENCE, LISTENING IS ACTIVE, ATTENTIVE, OPEN MINDED PARTICIPATION ON YOUR PART.

THE ADULT COUNSELOR MUST LISTEN NOT ONLY TO THE WORDS BUT TO THE FEELINGS BEHIND THE WORDS.

BY WATCHING AN INDIVIDUAL'S POSTURE, GESTURES, AND FACIAL EXPRESSIONS (HER NON-VERBAL COMMUNICATION), YOU CAN INTERPRET THE

FEELINGS BEHIND THEM. THE MEANINGS CORRESPOND WITH WHAT SHE SAYS!

YOUR PURPOSE FOR LISTENING IS TWO-FOLD:

FIRST, THE FURTHERANCE OF COMMUNICATION BETWEEN YOU AND YOUR STUDENT,

AND SECOND, TO ASSIST THE STUDENT IN THE EXPRESSION OF HIS FEELINGS.

FREQUENTLY IT IS HELPFUL TO REPHRASE A STUDENT'S EXPRESSION.

THIS TESTS YOUR UNDERSTANDING OF WHAT YOU ARE HEARING AND YOUR ABILITY TO COMMUNICATE YOUR UNDERSTANDING BACK TO THE STUDENT.

AT TIMES YOU WILL WANT TO REPHRASE CONTENT WORDS--WHAT THE STUDENT IS SAYING--AND AT OTHER TIMES YOU WILL WANT TO REPHRASE FEELING WORDS AND DISPLAYED WORDS--WHAT THE STUDENT REALLY FEELS.

WHEN YOU REPHRASE AS A TECHNIQUE, IT GIVES YOUR STUDENT A CHANCE TO CORRECT YOU IF YOU HAVE A WRONG UNDERSTANDING OF WHAT

HE IS EXPRESSING EITHER THROUGH WORDS OR BEHAVIOURS.

ALLOW THE ADULT STUDENT TO TELL HIS PROBLEM IN HIS OWN WAY.

WHEN YOU ASK QUESTIONS, DO SO IN A STRAIGHT-FORWARD MANNER KEEPING IN MIND THAT YOU ARE GOING TO SUMMARIZE, CLARIFY, OR CONFIRM WHAT YOU ARE HEARING.

AS THE HELPER IN THE HELPING SITUATION, YOU SHOULD RRESIST THE TENDENCY TO TAKE OVER IN THE ACT OF PROBLEM-SOLVING.

HAVING HELPED TO UNCOVER AND DEFINE THE PROBLEM AND GIVEN ASSISTANCE IN OUTLINING POSSIBLE ALTERNATIVES AND CONSEQUENCES, YOU MUST ALLOW THE STUDENT TO CHOOSE HER SOLUTION AND ACCEPT THE RESPONSIBILITY FOR HER CHOICE.

REMEMBER, YOUR ROLE AS INSTRUCTOR/COUNSELOR IS A HELPING ROLE--HELPING STUDENTS WORK THROUGH PROBLEMS TO FIND SOLUTIONS WITH WHICH THEY MUST LIVE.

SOMETIMES, IN TRYING TO AID A STUDENT WITH HER PROBLEMS, THE ABE INSTRUCTOR MAY OVER REACT OR INADVERTENTLY EXPRESS HIMSELF IN SOME NEGATIVE WAY.

THIS USUALLY WILL CAUSE THE STUDENT TO DISTRUST HER

INSTRUCTOR OR FEEL THAT HER PROBLEM IS NOT BEING TAKEN SERIOUSLY.

THIS USUALLY HAPPENS WHEN YOUR MIND IS NOT TOTALLY ON WHAT THE STUDENT IS SAYING BUT IS WANDERING BACK TO SOME CONVERSATION OR JOKE THAT WAS TOLD YOU AT BREAKFAST!

LISTED BELOW ARE SOME SITUATIONS WHICH YOU SHOULD AVOID:

1. DO NOT OFFER IMMEDIATE ADVICE.

   WHEN YOU OFFER ADVICE AS SOON AS THE STUDENT HAS STARTED DISCUSSING HIS PROBLEM, THE STUDENT WILL FEEL THAT YOU HAVE NOT REALLY CARED TO FIND OUT WHAT EXTENUATING CIRCUMSTANCES NEED TO BE CONSIDERED--THE IMPORTANCE OF THE STUDENT'S PROBLEM IS DIMINISHED.

2. DO NOT OFFER THE ADULT PITY OF SYMPATHY.

   SHE HAS PROBABLY HAD ENOUGH OF THAT FROM OTHERS.

   SHE HAS COME TO YOU FOR HELP!

3. DO NOT DEMAND INFORMATION FROM THE STUDENT.

   UNLESS HE WANTS TO TELL YOU ABOUT THE FACTS OR CIRCUMSTANCES SURROUNDING HIS PROBLEM HE WILL FEEL THAT YOU ARE PRYING.

4. DO NOT BE JUDGMENTAL.

HE KNOWS WHERE HE STANDS, AND HE IS AWARE MORE THAN ANYONE ELSE IF HE HAS MADE A MISTAKE.

5. NEVER USE YOUR FINGER TO POINT AT THE STUDENT.

THIS CAN BE INTERPRETED AS AN ACT OF SUPERIORITY.

USE A SMILE OFTEN.

6. ALWAYS LET THE STUDENT SET HIS/HER OWN PACE.

NEVER FORCE YOUR AGENDA UPON THE STUDENT.

7. DO NOT TELL THE STUDENT WHAT SHE/HE ALREADY KNOWS.

IF HE HAS MADE A POINT AND IT IS CORRECT, DO NOT REPEAT IT FOR HIM.

8. ALWAYS, ALWAYS RADIATE CONFIDENCE IN THE STUDENT AND IN HIS OR HER WORK.

9. DO NOT ACT AS IF YOU ARE AN AUTHORITY ON PROBLEM SOLVING.

REMEMBER, THIS IS A SHARING ENTERPRISE. THE REAL SOLUTION MUST COME FROM THE STUDENT OR SHE WILL NOT ACCEPT IT ANYWAY.

The role of participants in class exercises

Members of your class who have had no opportunity for experienced-based learning may feel an initial frustration with a free sort of learning situation in which the class creates the basic material from which they learn. However, experience indicates that if the leader is secure enough to bear this initial frustration, the frustration is transformed into creative energy as participants become more involved in group activity.

You will be dealing with questions (Who am I? How can I become what I deeply long to be?) that are vital concerns of all people. As members of your class begin to realize that through their involvement with others they are really growing in understanding of themselves and others, they will be willing to invest more and more of themselves in the learning process. Self-investment is the major ingredient needed from each group member. If members are willing to risk sensitive engagement in whatever is going on, even if it at first appears to be a gimmick, you as a group leader will have little to worry about.

It should be made clear from the beginning that learning and teaching are group tasks. The class should know that the traditional role of the teacher (the one who gives and interprets information) will not be filled in the conventional sense. Each participant should understand that as individuals share their feelings, attitudes, and perceptions about others and the experience, group members will learn from each other. In this sense everyone becomes a teacher. And as participants listen carefully to each other, everyone becomes a learner.

It should be stressed, also, that although the exercise is designed for personal growth--growth in self-awareness and self-disclosure--persons within the group should always be free. The following rules should be made clear and class members should be committed to them:

1) Any person is free not to participate in any activity.

2) No person should ever ask information of another which he is unwilling to give about himself.

It should also be made clear that the exercises are designed for personal growth, not group therapy. The exercises focus on understanding and learning from one another, not on analyzing one another. If, during the time together, someone appears to be trying to analyze why a person behaves in a certain manner, it might be helpful to remind the group that the exercise is only concerned with the here and now, the immediacy of what is present and how the present is affecting persons and the group.

Changes can be expected from a learning process in which the emotional climate is warm, open, accepting, trusting, supportive, non-judgmental, and freeing. When individuals are respected and valued, they are freed to experience and share their feelings, emotions, and thoughts honestly and openly. When persons give full attention to the here and now as keen listeners, observers, and participants, they become mutual supporters for individual growth. They create an atmosphere of aliveness in which people discover that the core of real life is "to be caring"--to be "sensitively engaged in what's happening. Not cautious about life, but interested in nurturing life."

COUNSELING SESSION ROLE PLAY

For the role play session you will need to have prepared your "players" ahead of time. It is best if you have an outline of just what you want them to stress. It also works best if you have one of your instructors play the part of the student who is in need of counseling. You can play the "counselor" or have another of your instructors do it.

The objective is to show your ABE instructors just what should be done in a counseling session. How to best talk with the student who is in need of help, and just how far to go in your counseling session. There are many pitfalls when counseling with a student and some of these should be brought out in your role play. For example, you can show how it would be if the instructor is just too busy to talk with the student. You could show how it would look if the instructor has the time to listen to the student but is only paying half-attention. It works well to start with the worst situations and then have a critique. Then, you can do a well run counseling session where the instructor is really listening to the student.

The role play "session" should not run more than about fifteen minutes. It will then be time to critique the session and do the "well run" session.

It would be ideal if you could record the session on VCR and then use this in your critique session. This is ideal because it provides instant playback of the scenes which may be critical in the session.

EXERCISE ONE: Creative Listening

Purpose: 1) To allow participants to share something they would like to with another.

2) To allow participants to engage in a listening activity so that they can see how well they listen.

3) To discover the importance of creative listening.

Directions:

1) Divide the participants into pairs and explain that each person is to take turns listening while the other person tells something he has discovered about himself during this study. He could describe his present self-image, some mask he wears he would like to rid himself of, some area in which he would like to bring about change--anything he would like to communicate at any level of communication.

2) Announce that each person will be given three minutes to share whatever he would like. During this time the listener should not ask questions or interrupt in any manner. He should strive to be aware of nonverbal as well as verbal communication. It would be helpful for you to watch the time and after three minutes to tell pairs to change roles for another three minutes.

3) At the end of the second three minutes, tell the teams to test how well they listened. Based on what they heard, one person is to tell his partner how he thinks that person feels about what he said.

4) If there is time, repeat the whole process.

5) Ask the entire group to come together to share their experiences. Questions such as the following might be helpful: What did you learn through this exercise? What did you discover about communication--talking, listening, dialoguing? How does careful listening affect your willingness or ability to communicate? Did you find out anything about how difficult it is to convey exact meanings, as you heard your partner report what he thought you felt? It has been said that better listening, not talking, is the first step in good communication. Does your experience validate or negate this statement? Explain. Gear your questions to the kind of experiences described.

EXERCISE TWO: Boundary Breaking

Purpose: 1) To begin group interaction from which a sense of community can be developed.

2) To create an awareness of the other person through the use of questions designed to reveal more than superficial conversations do.

3) To listen, knowing that listening is basic to learning about the other person.

Directions:

1) Ask each question below to each person in turn. Questions are not to be explained. If a person does not understand a question, repeat it with the same wording. Tell each person just to respond to what he hears. He should answer as simply as possible, without explaining his answer. The mood is to be kept serious at all times. If someone gives a flip, humorous answer, you may need to remind the group of this fact. Indicate that we are here to listen. We are not here to debate (this is urgent). We are not here to disagree. As each person answers, collect the answers in your head--develop an idea of each person. After a number of questions from the first set have been answered by all and while interest is still strong, switch to the synthesis set below without telling participants about the set beforehand. These questions ask a good bit of participants.

Questions for structured conversation:

a) Who is the person most relevant to our time?
b) When you think of reality, what comes to your mind first?
c) What is the most beautiful thing about people?
d) What physical thing do you want to build more than anything else?
e) What is the most sacred thing you know?
f) What is the ugliest thing you know?
g) What event of the last three months stands out in your mind the most?
h) On what basis do you select your friends?
i) What is the greatest value that guides your life?
j) If you could be any animal other than a human being, what would you choose to be?
k) If you could smash one thing and only one thing, what would you smash?
l) What is the greatest crime one person can do toward another?
m) If the nuclear bomb was going to fall in ten minutes, what would you do in that last ten minutes?
n) Select a word that best describes your total life at this moment in time.
o) What do you think people like in you the least?
p) What do you think people like in you the most?
q) What would you like to be talented at that you are not

at the present time?
- r) What person has most influenced your life?
- s) When do you feel most lonely?
- t) When do you sense being alive the most?
- u) What is your greatest fear?
- v) What do you cherish the most?
- w) If you had to use another word for God, what word would you use?
- x) What one day in your life would you like to live over?
- y) What is the most powerful force loose in the world today?

Synthesis set. (Answer these questions in light of the answers given by the group members.)

- a) Which person did you learn the most about?
- b) Which person did you think was most honest?
- c) Which person did you think, hid himself from you the most?
- d) Which person do you think you could get along with best over a long period of time?
- e) Which answer surprised you the most?
- f) Which person seemed most sensitive to life?
- g) Which person seems to enjoy life the most?
- h) Which person do you feel is least like you?
- i) Which person do you feel is most like you?
- j) Which person would you go to if you needed help?

2) Was this question-answer procedure a helpful means for gaining knowledge of others? Why, or why not? What would have helped us know more of each other in this brief period of time? Why? As participants interact, you will need to ask other questions related to their comments.

EXERCISE THREE: The Johari Window

This exercise is related to the Johari Window which is described in the pages immediately following this exercise.

Purpose:
1) To enable individuals to share something of themselves so that others may grow in understanding of that individual.
2) To enable individuals to receive knowledge of themselves through feedback.

Directions:

1) If participants have not been previously introduced to the Johari Window, prepare a brief lecture presenting the central factors needed to understand the concept. The exercise is designed to show how a group can enlarge the area of free communication for all its members.

2) Ask for a volunteer to exchange an item of his "hidden" area for an item from his "blind" area. According to where your group is and which in your judgment seems best, ask for the volunteer to present one of the following:

a) something about himself which he feels is important--it may even be something he has never told anyone before;
b) some life experience, not previously shared with the group, which had a profound and life-changing effect upon his life; or
c) some life experience which taught him something about the meaning of love (a relationship which caused him to be more loving, a relationship which taught him what love is not)

3) After the volunteer has shared something of himself, he is "rewarded" by hearing something that other group members have observed or felt about him of which he is probably unaware. It is most likely to be helpful if it is an observation that one does not ordinarily tell another. This does not imply that it must be unpleasant, or critical in a negative sense, for we often withold our very positive feelings from one another. You may want to remind the group that as the volunteer shares something of himself, the group should be receptive listeners, not judging but simply trying to put themselves in the volunteer's shoes, feeling what he is saying from his world of experience. You might suggest that, if possible, the information given from the "blind" area should be related to the information shared by the volunteer. For example, if the volunteer shared an experience that taught him something about love, the shared information might be some observation about the volunteer that indicates a strength he has to share in love relationship, or some quality

of life he communicates that draws others to him, or some characteristic that may cause others to be fearful of him.

4) After the first exchange, ask for another volunteer to offer something from her hidden area in exchange for an item from her blind area. No participants should be compelled to participate, but no one should be allow a second exchange until every member who wants to has shared something about himself. After all who desire to have shared one experience, the exercise could continue for two or three rounds.

5) Close the exercise by taking ten to fifteen minutes for the group to discuss what has happened during this time of shared life. Do any members have different feelings toward others? What are they? What is the atmosphere within the group as a result of the giving and receiving? What created this atmosphere? If participants answer in generalities, ask them to be more specific. For example, if someone says, "I feel closer to everyone in the group you might ask, "In what ways do you feel closer? What exactly caused you to feel this way?"

Note: Remember that this exercise cannot fail! If there should be no volunteers, explore with the group the reality of the situation. No one feels free to give of his hidden area within this particular group. Why do we feel that way? Do we fear each other? Do we fear the reactions of others? What is needed in our group so that we can be more truly ourselves with each other? Or do we feel that we should not reveal areas of ourselves which we have previously withheld from others? What is behind this feeling?

Or if the activity moves for a while but seems to have little meaning for the group, stop and explore with the group what is happening, why it is happening, and the meaning of this for group life.

A variation of this exercise would be to break into pairs or trios for the sharing of hidden and blind areas, then bring the smaller groupings back together for step 5. This variation might be more easily entered into by groups who do not yet feel at home with each other.

The Johari Window; awareness and sensitivity in interpersonal relations

Many people get along well working with others and in all of their relationships with other people without thinking much about which foot to put forward. This seems to be what happens to us as we grow up in a society. We acquire culturally rooted ways of acting, feeling, believing, thinking, perceiving, valuing. In many ways we become encrusted with the life that goes on around us. In some respects, we may lose in this process an acute sense of our own being or identity. When difficulties arise, when the usual methods do not work--or when we want to learn more about ourselves and others--there is no alternative but to look at our behaviour in relation to others. One of the major difficulties, however, is finding some way to think about what we know about ourselves and others, and how we can come to understand more.

One approach to problems like this is to draw a picture of it, including in our picture and our explanations of the picture the best knowledge that we have available. The diagram, known as the Johari Window, gives us a starting point.

		SELF	
		Known to Self	Not Known to Self
OTHERS	Known to Others	I Area of Free Activity	II Blind Area
	Not Known to Others	III Avoided or Hidden Area	IV Area of Unknown Activity

We can describe the four areas in this way:

I. The area of free activity includes behaviour, thoughts, ideas, feelings, beliefs, values, motives known to me and to others.

II. In the blind area others can see things in us of which we are unaware. We may feel one way deep down inside, but the feelings we project or describe to others may be interpreted very differently.

III. The avoided or hidden area represents things we know but do not reveal to others. These may be our feelings or ideas. in meetings it may be some kind of hidden agenda we have that we don't want to share, or we may feel that sharing it may help defeat getting what we want.

IV. There is always an area of the unknown in human relations. Neither the individual nor others are aware of certain behaviour or motives. The new, the creative, the individual, may be hidden here. We can assume their existence because these things do come to be known, and then it may be recognized that they were influencing behaviour or relationships all along.

Remember, the diagram is somewhat inadequate in that it seems to suggest what it should not--that one can draw a line around the unknown. This, of course, would be unreal. With the diagram we can point up some simple but significant principles. All of them point to the fact that we can not be human alone, and that we need other people to know ourselves.

EXERCISE FOUR: Caring Respect

Purpose:
1) To create a situation in which the nature and importance of respect and concern for others can be explored.
2) To enable persons to feel what it is like not to be respected.
3) To enable persons to become aware of what kinds of feelings and reactions lack of respect brings forth in them.

Directions:

1) Select a person who has the understanding, knowledge, and ability to present a meaningful lecture on the subject of love, and ask him if he will help you with an experiment in your class. Announce to the class that the person (ideally someone class members do not know) will speak on "Love and How We Can Become More Loving."

2) Instruct the speaker to plan the beginning of a lecture on the topic and to present that beginning to the class in as an unloving, insulting, and disrespectful a manner as possible. For example, he might begin by saying, "I'm sure that what I have to say about love really won't make much difference in your lives since no one today really cares about anyone except themselves. But I'll try anyway." He might continue with the lecture, interspersing comments such as: "I know you don't think you have time to worry or care about others. All you are concerned about is yourself and how you can get ahead in life." Or, "Most of you ladies can't take time out from your social life to really risk showing deep love to your family." Or, I'll bet your major concern with your children is what kinds of grades they are making, or whether they seem to be credits to their family. You don't really care about their personal growth." Or, I know you church people talk a lot about love, but you do very little of it." And so forth, according to what would be appropriate to your group. However, when the speaker interjects comments similar to those above, he should not be too obvious about what he is doing.

3) After the speaker has aroused sufficient feelings in the class members (and before active hostility breaks out), interrupt the lecture and explain that the whole speech was a staged event to give the class an immediate experience of how it feels to be treated in a disrespectful, uncaring, distrustful manner. Give participants five minutes to jot down what they were feeling during the lecture.

4) Begin discussion by asking class members to share their feelings. It would be helpful if the guest speaker could stay and join in the discussion. As discussion proceeds, interject questions to keep it focused upon what lack of loving,

understanding concern and respect do to people. What feelings and reactions are aroused in people? What kind of atmosphere is created? How does it make people feel about themselves and others? How does it affect their perception of what they hear and see? How does it affect what they do?

You might then move to general consideration of the positive aspects of respect and understanding concern for others by questions such as: What happens in you when you are in a situation where you know someone respects you as a unique individual who is of great value? How do you respond to such a person? What feelings does such a person call forth in you?

EXERCISE FIVE: Anxiety Arising from a Threat to One's Life-Style

Purpose: To create a situation in which participants can
1) experience anxious feelings arising in them;
2) identify ways they respond to anxiety.

Directions:

1) Divide participants into two groups and have each group appoint a spokesperson to represent it. Designate one group as representatives of the drug counter-culture and the other as representatives of the typical accepted culture. Each ggoup should make a conscious effort really to identify with the group they represent. (If this is not a live issue with your group, choose one that is--a stress which is present in society and which is keenly felt by members of your group.)

2) Explain that each group should take ten to fifteen minutes to list (a) three things they dislike most about the other group; (b) three things about the other group they simply cannot understand; (c) three reasons why they think the other group refuses to understand their viewpoint and/or refuses to change. If you do not think that adults in your group have an understanding of the drug culture, plan to be in that group yourself and do some prior study from _The Making of a Counter Culture_ by Theodore Roszak or a more current book or article.

In this experiment, to really allow participants to get involved at a deep feeling level it might be helpful before class to ask one or two members of each group to work with you as antagonists. Their role will be (1) to express themselves as emotionally as possible; (2) to reflect a real lack of understanding of the other group (the kind of distorted perception of others which often occurs in real life); and (3) to show a real distrust of the other group. If they play their rolls effectively, it will trigger a feeling-level involvement of other persons.

3) Bring groups back together, but still in separate "camps" (perhaps sitting across the room from each other). After the reports from each group, ask anyone who wants to from each group to respond to the charges of the other group. It is at this point that your planted people can be most effective. From there on, just see what happens in the next five to fifteen minutes.

4) Cut off the discussion, and tell the group to focus on what actually happened within and between persons during the experience. If the situation did evolve into one in which some participants actually experienced a threat to their way of life, ask them to report what they were feeling during the encounter. You will want to identify the planted persons and to allow the group to explore what effect they had in the group experience.

If persons did not seem to get personally involved in the discussion, switch purposes and explore what did occur on an interpersonal level. Look at the level of communication. If it was fairly superficial level, ask, "Why were we unwilling to enter into this exercise on a deeper level? What would have allowed for more personal involvement?" Or if there was a good bit of "gut-level" communication, explore what freed people for such exchanges. Did persons really listen to each other? Did they try to understand the other's viewpoint? Was there any evidence of distorted perception? At what points did individuals become personally involved? Why?

EXERCISE SIX: Society and Values

Purpose: To provide an experience through which persons can
1) identify values which they think are held by most persons in our society;
2) become aware of how these values affect their own lives.

Directions:

1) Have a large number of magazines or ads from magazines available for use during the class session.

2) Involve the class in a brief discussion (two to five minutes) of the fact that much of modern advertising is based upon the selling of a product by appealing to some of the consumer's basic psychological drives, needs, motivations--i.e., the consumer is made to think that a particular product will help fill some basic human need. Then ask all group members to thumb through ads to detemine what each is suggesting as a value in life--something worth caring about and getting. (If time is available, provide paste, scissors, and sheets of newsprint, and ask participants to make a collage of pictures and words from ads to indicate what ad creators think the average person in the U.S. values and cares about in life. This activity would require more of the person's creative efforts and would therefore allow persons to become more involved in the task.)

3) Have the participants divide into smaller groups of four to six and instruct them to share their findings. Ask them to make a composite listing on newsprint of the ten values in life which they feel are the top motivators determining individual decisions and actions for people in the U.S. These values should be listed in order of importance.

4) Bring the entire group together and have each post its findings. If there is a great deal of variation in these listings, and if there is time, have the total group create its own value priority listing. A great deal of learning can take place as individuals discuss various values and interact with one another in an effort to come to agreement on a hierarchy of values.

5) Ask individuals to spend a few minutes in silence to reflect on how these values of society affect their own lives.

6) Involve the group in a period of sharing through questions similiar to the following: Did you find that you accept and act on most of the values we have listed? Which ones do you see operating most often in your life? Which ones least often? Are there values you do not think are really important for human life? Which ones? Did you find other life values which are more important for you in motivating your own decisions and acts? What

are they? What can you do about influences you do not like? Again, questions must be geared to actual findings of your group.

PERFORMANCE ANALYSIS FORM

WHAT IS YOUR STUDENT DOING WELL?	IN WHAT WAYS SHOULD HE/SHE IMPROVE?
1. Example: Example:	1. Specifically, the person will have to:
2. Example: Example:	2. Specifically, the person will have to:
3. Example: Example:	3. Specifically, the person will have to:
4. Example: Example:	4. Specifically, the person will have to:

From **Problem Employees, How To Improve Their Performance,** Dr. Peter Wylie and Dr. Marty Grothe, Pittman Learning, Inc., 1981.

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ICEBREAKER

Since the ABE Director is the one person who knows each of their instructors, and the things about each instructor that makes them so interesting, it is the director who can best prepare the items to be used in this icebreaker. The items included here are only for suggestion purposes.

This is a good icebreaker to use since it can be started just as soon as the instructors begin to arrive and does not have to wait until all of the instructors are at the workshop. It is also good since it helps the instructors begin to know each other better.

Instructions:
You must try to find at least one person for each of the items listed below. One person can put their name beside more than one item, and you can find more than one person for each item. The object is to get as many different names as possible.

ITEM:	NAME:
1. Favorite color is Blue.	____________________
2. Has on Black shoes.	____________________
3. Has Brown eyes.	____________________
4. Has a birthday in January.	____________________
5. Was **not** born in North Carolina	____________________
6. Had **grits** for breakfast.	____________________
7. Wears contact lens.	____________________
8. Went to school at UNC-G.	____________________
9. Went on a cruise.	____________________
10. Drive a Buick.	____________________
11. Has at least one grandchild.	____________________
12. Drives a grey or silver car.	____________________
13. Knows who Bob Seeger is.	____________________
14. Knows how to Shag.	____________________
15. Likes R&B music.	____________________

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